

CAUT/ACPPU BULLETIN



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Dalhousie layoffs can't be dressed up as redundancy

Arbitrator rules president erred in proposing major program cuts

An arbitrator has found that there is a meaningful distinction to be drawn between academic and financial reasons as the basis for layoffs and redundancies. In a ruling released on Feb. 18, Arbitrator Daniel Soberman upheld the opinion of the Dalhousie Faculty Association that the collective agreement between the DFA and the Dalhousie board of governors did not permit the president of the university to invoke procedures designed to deal with academic redundancy when the motivation for his action was financial.

The DFA had grieved following a major public speech by President Howard Clark on Sep. 22. Speaking in the Dalhousie Arts Centre, President Clark had said he accepted the advice provided by a committee he had appointed, the Budget Advisory Committee, that major budget cuts would be required.

He proposed the elimination of the programs in theatre, music, public administration and, possibly, library and information studies, as well as the closure of the Dalhousie Art Gallery and termination of *Dalhousie Review*.

The DFA argued before the arbitrator that the collective agreement sets out clearly the

procedures to be followed, both as routine budgetary measures and in more dire financial circumstances, but that the president had deliberately chosen to try to use the academic redundancy article, since this was the only way to accomplish the elimination of programs, which was his objective.

In his evidence, President Clark said he saw no reason to eliminate programs, "except for financial problems." He restated his view that members of the units he had targeted had served Dalhousie "whole-heartedly and with distinction." In his decision, Professor Soberman further noted that Dr. Clark went on to acknowledge the closures would lead to layoffs. "Unfortunately," he said, "the closure of these and other programs, if approved, ... [will] entail job losses."

The university's case was that the board had the right to set financial limits, and that the senate then has to decide how the academic operation is to proceed within the set limits. The arbitrator dismissed this interpretation of the collective agreement.

"If this argument were to prevail," he wrote, "the consequence would be to make the non-renewal and lay-off safe-

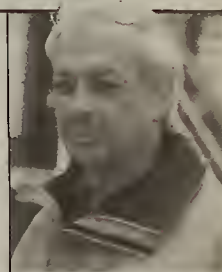
guards in Articles 26 and 27 [dealing, respectively, with financial constraint and financial exigency] otiose; the Board could ignore them entirely by simply setting a very low budget, thus leaving the Senate little choice but to reduce substantially, or close, some programs."

"In these circumstances," he went on, "academic reasons" could mean whatever the Senate chose the phrase to mean; in my opinion, such an all-encompassing construction of 'academic reasons,' subsum-

ing all financial reasons, is an extreme and unreasonable interpretation."

Professor Soberman wrote that "the relative importance (his emphasis) of academic and financial reasons is the crux of the matter." In the particular case, he found that "the only reasonable conclusion is that a looming financial crisis was the dominant reason — a financial reason — for proposing lay-offs; it is unreasonable to claim that there was a dominant academic

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Grievance resolution: Arbitrator Daniel Soberman interprets collective agreement in favour of DFA

Règlement de grief: l'arbitre Daniel Soberman interprète la convention collective en faveur de la DFA.

Université Dalhousie : pas de mises à pied sous le couvert d'un excédent de personnel

Un arbitre statue que le recteur s'est trompé en proposant des coupures importantes

Un arbitre a établi qu'il fallait faire une distinction importante entre les motifs d'ordre universitaire et les raisons financières à la base des mises à pied et des excédents de personnel. En effet, dans une décision qu'il a rendue le 18 février, M. Daniel Soberman a appuyé la position de l'association de professeurs de l'université, selon laquelle la convention collective qu'elle a conclue avec le bureau des gouverneurs ne permettait pas au recteur de l'université

d'invoquer les procédures régissant l'excédent de personnel pour justifier des actes motivés par des raisons financières.

L'association a déposé un grief à la suite d'un important discours prononcé par le recteur Howard Clark le 22 septembre. Prenant la parole au Dalhousie Arts Centre, M. Clark avait alors accepté publiquement les conseils formulés par un comité qu'il avait nommé — un comité consultatif sur le budget — proposant des coupures

budgetaires importantes.

Il a ainsi proposé la suppression des programmes dans le domaine du théâtre, de la musique, de l'administration publique et, peut-être, de la bibliothèque et de l'information ainsi que la fermeture de la Dalhousie Art Gallery et du *Dalhousie Review*.

L'association de professeurs a indiqué à l'arbitre que la convention collective établissait clairement la marche à suivre, tant en cas de mesures

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Military college closures leave many unanswered questions

CAUT releases government's own study that concludes military college enrolment should be increased

Kevin Banks

The fate of approximately half of the members of the Canadian Military Colleges Faculty Association hangs in the balance amidst continuing political protest, and behind-the-scenes negotiations over the future of Collège militaire royal de St-Jean and Royal Roads Military College.

Prime Minister Jean Chrétien has affirmed his government's position that the closure of the two universities will go ahead. Opposition to the closures appears to have intensified, particularly in Quebec, where the issue has occupied the headlines of the major media since the budget announcement of Feb. 22.

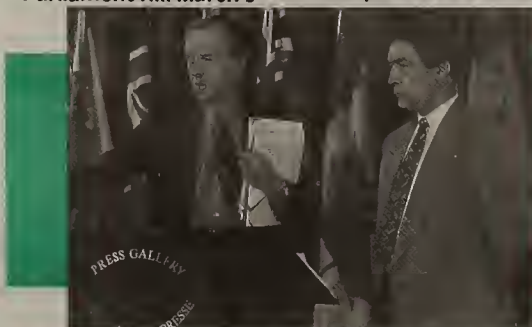
On Sunday March 13, about 3,000 supporters of CMR St-Jean, including CAUT Vice-President Claude Dionne, demonstrated in St-Jean against the federal government's plans.

In its first public signs of concession

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Press conference on
Parliament Hill March 9

Conférence de presse au
parlement le 9 mars



Canada's military colleges should be maintained: CAUT President Alan Andrews and staff lobbyist Robert Léger release the report of the ministerial committee to the national media.

Contre la fermeture des collèges militaires: Alan Andrews, président de l'ACPPU, et Robert Léger, lobbyiste, diffusent aux médias nationaux le rapport d'un comité ministériel.

La fermeture de collèges militaires laisse de nombreux points d'interrogation

L'ACPPU publie une étude gouvernementale préconisant une augmentation des inscriptions dans les collèges militaires

par Kevin Banks

Derrière le tollé de protestations politiques et les négociations en coulisses sur l'avenir du Collège militaire royal (CMR) de St-Jean et le Royal Roads Military College se joue l'avenir de presque la moitié des membres de l'Association des professeurs des collèges militaires canadiens.

Le premier ministre Chrétien a soutenu que son gouvernement irait de l'avant avec la fermeture des deux universités. Les opposants à cette décision semblent être plus nombreux, surtout au Québec où le sujet a fait la une des grands médias depuis le 22 février, date de l'annonce du budget.

Le dimanche 13 mars, environ 3 000 partisans du CMR de St-Jean, dont M. Claude Dionne, vice-président de l'ACPPU, ont participé à une manifestation à St-Jean afin de protester contre les plans du

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Havoc at Athabasca
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Moins de bibliothécaires?
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Warning for the future
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LETTERS / COURRIER

**Political correctness
claim angers reader**

I am sickened by the hypocrisy and cowardice of the crusade of pompous academics, most recently at Trent University, against what they choose to call "political correctness." They are defending not the right to be offensive but the power to be offensive. They should be grateful to D'Souza and the other American neo-conservatives for giving them a phrase which makes correctness — tolerance and support for women and ethnic minorities — a pejorative one and allows them to appear respectable, if not original, in their TV and print appearances.

Academic freedom was meant to assert the rights of faculty against more powerful interests. It is hypocritical and cowardly when it is used to protect the power of (largely white and male) faculty against the relatively powerless students, women, ethnic, religious, and political minorities. Much of this campaign is actually an attempt to maintain male control over what is taught, what is regarded as civil behaviour, who is hired, and who is promoted.

It protects the right of the male department head to keep out "raging feminists," as I have heard female colleagues referred to at the hiring and tenure levels. It protects the right of superannuated male professors to brighten up their lectures with tasteless humour offensive to many members of the class (but not the right of the offended to protest or the student to remark on the professor's senility or his sexual insecurities).

It allows a professor to misinform students with an antiquated, biased, or bigoted version of the "truth" in a setting which is intrinsically inhibiting to the student's ability to respond. It defends harassment and discrimination and it is right that there should be zero tolerance for these things. I am aware of many subtle and not-so-subtle instances of these phenomena, very few instances of interference in genuinely academic matters.

The individuals and groups offended have very little recourse. They can protest, disrupt (at the risk of punishment), or avail themselves of whatever contractual or legal protections they have managed to achieve. They are the ones who must sacrifice time, risk their educations and careers, face the impatience, ridicule, or worse of the male faculty establishment to change the academic climate so that it is less, not more oppressive. They are the ones who will make the academy more, not less open. If there are excesses they will stem from the frustration of the powerless. Both sides are political; one has the lion's share of correctness.

Surely it is right that faculty should have to give consideration to the feelings of the powerless. There is the right to espouse and express controversial views, but it is appropriate to remember that in attacking the (largely imagined) threat of political correctness, the people who are being protected are not courageously defending unpopular views. For the most part they are expressing or defending views that are all too popular, views which are ignorant, bigoted, and out-dated and which defend a status quo that protects privilege. The proper function of academic freedom is to allow privilege to be questioned.

Thomas Storm
Retired professor of psychology
Sackville, NB

**'Academic freedom'
called doublespeak**

A decade after 1984, doublespeak continues to flourish. "Free" and "freedom" must be counted amongst its recent victims.

Those who gleefully point to the increasing size of the "free world" are silent about the matching decline of democracy. Advocates of "free enterprise" and "free markets" prefer the rule of multinational corporations to the rule of elected governments. "Free speech" is used to defend people who deny the Holocaust and corporations that peddle pornography. "Freedom" has become a euphemism for the claim of powerful elites to maintain their power.

It is therefore consistent that those with power in the groves of academe should appeal to "academic freedom" to keep those they perceive as barbarians at the gates. As Robert and Jon Solomon say in *Up the University*: "Under the banner of 'academic freedom' the ethical questions of responsibility get lost."

As scholars, we cannot afford to barricade ourselves behind principles. Our task is rather to explore the boundaries between freedom and responsibility and thus to point the way to a more equitable community. In the university, perhaps more than anywhere else, we should follow the advice of Voltaire: "Think for yourselves and let others enjoy the privilege of doing so too."

Peter Grogono
Computer Science
Concordia University

**Research funding
inequity disturbing**

Imagine 10 students working on a variety of projects. Seven got a lavish financial support, access to lab equipment, and costly privileges such as conference travel. Three got no resources whatsoever. A case like this would be soon recognized as a blatant discrimination and a disciplinary action taken against those responsible.

Analogous situation, in the form of relationship between the federal research funding agencies such as NSERC and academics, has been in place for years and, despite the widely felt bitterness and a rich inventory of abuses circulating orally, dissent has been suppressed, censored-out, or just plainly counterproductive. Berezin and Hunter in their well-researched open letter, "Funding system needs reform," (Tribune Libre, Feb. 1994) have spoken clearly, suggested a change, and offered leadership. They are to be commended for this service and also your paper that has had the courage to publish their letter.

The abuses of power and fairness by the undemocratically appointed committees staffed by peers who are more equal than others have destroyed the formerly harmonious, supportive and cooperative environment in many university units. In addition to countless broken spirits and destroyed careers the fundability-driven academic culture is responsible for lost lives: one suicide in my department, four murdered victims at Concordia.

The time is ripe that CAUT assumes a leadership in studying and alleviating this problem as soon as possible, although it is recognized that it is a divisive issue as it pits member against member and lacks the clarity of race or gender-based discriminations.

Peter Laznicka
Geologist
University of Manitoba

**High marks for Co-op
reintegration committee**

The February 1994 meeting of the CAUT Council considered the critical issue of reintegration of Co-op services as part of the agenda. It is important to note that the work of the reintegration committee which brought recommendations to the Council meeting has had to be done in an environment of crisis in the Canadian university scene.

If by crisis we mean institutions will no longer be able to function as they have before, then the reintegration of Co-op services into the core functions of the CAUT is a microcosm of the crisis going on in all Canadian institutions. Vertical cuts, gender and other equity issues, academic freedom are all obvious examples of this crisis. Intrusive and short-sighted government approaches to these issues must be confronted as never before on all levels. Much of what happens to the academy falls from above, so that our national organization has a more critical role to play than ever before.

The reintegration committee has had to balance all the elements of this crisis, in order, not simply to hold us together, but to help ensure that our most effective and useful structures are in the forefront. Given the differences in the type and timing of the effects of the crisis on different universities, in combination with the differences in their status as unions or associations has made this a delicate and daunting task.

The committee has helped us to understand what we are doing, how we do things and on the costs of what we do. The fact that they have helped us to clarify issues of principle, effectiveness and service reflect their enormous effort on our behalf. For this we owe the committee an extraordinary vote of thanks for the skill, sensitivity, openness and perseverance they brought to this matter. We owe a vote of thanks to the committee members including Alan Andrews, Charles Bigelow, Bill Bruneau, June Chaikelson, Bill Graham, Joyce Lorimer, Rick McGaw and for the support from Don Savage and Gord Piché.

I would like to record as well a special note of thanks for the chair of the committee, Joyce Lorimer, who never lost sight of the important principles before use, never let go of her sense of humour and who worked tirelessly to find a way to make it work.

The framework provided by this committee and approved by Council will help to make the efforts of the CAUT on behalf of our members nationally more effective in a time when we need it the most.

Robert Chernomas
President
Faculty Association
University of Manitoba

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**Comments?
Questions?**

Letters for publication are welcome. Maximum 300 words. Publication is at the sole discretion on CAUT. CAUT will not normally print letters about individual local grievances nor those which, in its judgment, are libellous or defamatory, are on subjects which are not within the purview of CAUT's activities, or have been sufficiently discussed by other letter writers.

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des lecteurs**

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CAUT Meeting Schedule

Meeting	Date	Location
CAUT Executive	Apr. 26-27	Ottawa
Co-op Executive	Apr. 27	Ottawa
Co-op Board	Apr. 28	Ottawa
CAUT Council	Apr. 29-May 1	Ottawa
The National Consortium of Scientific and Educational Societies		
	May 12	Ottawa

**Calendrier des
réunions de l'ACPPU**

Réunion	Date	Lieu
Comité de direction	26-27 avril	Ottawa
Comité de direction (Coopérative)	27 avril	Ottawa
Coopérative de négociation collective	28 avril	Ottawa
Conseil	29 avril-1er mai	Ottawa
Consortium national des sociétés scientifiques et pédagogiques		
	12 mai	Ottawa



Alan Andrews

EDITORIAL / ÉDITORIAL

Social programs debate ignores the true value of PSE

As they promised during the election campaign, the Liberals are now engaged in a massive overhaul of Canada's social programs. The review is comprehensive and it apparently includes the role of the federal government in post-secondary education and research, although separate negotiations about the renewal of the established programs financing will have to occur.

Last month the Commons Committee on Human Resources Development received briefs and heard testimony from interested persons and groups. Behind the scenes, for the moment, is the Ministry of Human Resources and its minister, Lloyd Axworthy. The process involves a committee report, a response from the ministry, further hearings on the ministry's position paper, and eventual government proposals for changes to legislation and to the way we are currently doing things.

CAUT's brief to the House of Commons committee emphasized the importance of public support for post-secondary education and research. It argues that there remains a contradiction between the aims the government has for Canada's university system and its attitude to funding for that system. It also argued that the concern about the universities ought not to be narrowly focussed: "Canada's system of post-

secondary education [should] not be viewed as simply part of an economic engine, nor simply as part of a safety net to catch people when they suffer an economic fall."

While it is certainly understandable that the subject of this process is popularly presented as the reform of "Canada's social safety net," this has the unfortunate consequence of focusing on what we do as a society to protect one another from disasters, particularly unemployment. Indeed, one could be forgiven for thinking unemployment insurance is all that the current debate is really about. Given the kind of economic restructuring that is currently going on, and the predictions of the finance minister that the number of unemployed as a percentage of the Canadian workforce will not fall into single digits for the foreseeable future, there is no doubt that this has to be a question of major social significance.

Moreover, Post-secondary education certainly has a role to play in enabling people to avoid unemployment as the rate of unemployment is markedly lower for people with degrees. (See graph on page 16).

Given this, it is short-sighted not to allow recipients of retraining funds to apply them to post-secondary education, provided of course they meet entry

requirements. Considerable sums have been made available in the past for short-term job retraining. It makes more sense to encourage the development of skills and learning that will enable people to survive in a world that seems certain to demand flexibility and adaptability in the future. (Related article appears in From the Hill on page 16).

For this reason, the federal government and the provinces need to not just maintain but in fact increase public investment in advanced education. If Canada is serious about developing its human resources there seems no better way of developing them, nor any more economical way of doing so.

The present state of affairs is truly lamentable. Funding is inadequate. Administrators have all but given up serving their communities and have reverted to crude forms of management. (See Provincial Roundup page 6). Qualified students are unable to obtain places to study. In desperation, some administrations are convinced the only solution is to increase the costs to the student.

Logical though this may seem in a situation in which public funding is being cut back and places are in high demand, it is the wrong way to go. Loan schemes, whatever their form, are being

resisted by students, who understand well enough, perhaps from observing what has happened to their parents, that burdening themselves with a heavy debt-load will simply imprison their futures.

Some recent evidence from the U.K. indicates quite clearly that, rather than go into debt, students will find an immediate source of income to cover their rising costs — in other words, a job, sometimes part-time, sometimes full-time. Canadian faculty are well aware of the phenomenon. They see it in front of them in their classrooms whenever they teach.

The fact that this is the preferred solution for students has two significant consequences. The first is that the jobs that are taken by students are often jobs that could be done by people who are genuinely unemployed, so that this phenomenon increases pressure on unemployment insurance.

The second is that students are inevitably not fulfilling their potential as students. In the long run, this is everybody's loss. The less developed our skills and learning, the greater the problems we face in the future. And the narrower our view of the value of higher education, the more we restrict our ability, as individuals or as a society, to deal with those problems.

Programmes sociaux : le débat ignore la vraie valeur de l'enseignement postsecondaire

Comme ils l'ont promis au cours de la campagne électorale, les Libéraux ont entrepris une refonte massive des programmes sociaux canadiens. La révision est vaste; elle semble porter sur le rôle du gouvernement fédéral dans l'enseignement postsecondaire et la recherche universitaire, bien qu'il faudra amorcer des négociations distinctes sur le renouvellement du financement des programmes établis.

Le mois dernier, le Comité permanent du perfectionnement des ressources humaines de la Chambre des communes a reçu des mémoires et entendu les témoignages de personnes et de groupes intéressés. Le ministère du Développement des ressources humaines et son ministre, Lloyd Axworthy, travaillent actuellement à l'arrière-plan. Le processus prévoit un rapport du comité, une réponse du ministre, d'autres audiences sur la déclaration de principe du ministre et, éventuellement, des propositions du gouvernement en vue de modifier la loi et la façon de faire actuelle.

Le mémoire que l'ACPPU a présenté au comité de la Chambre des communes met l'accent sur l'importance du financement public pour l'enseignement postsecondaire et la recherche. L'ACPPU y soutient qu'une contradiction demeure entre ses objectifs pour le système universitaire canadien et les fonds qu'il est prêt à lui accorder. Il soutient également qu'il ne faut pas sous-

estimer les préoccupations au sujet des universités: «[...] le système canadien d'enseignement postsecondaire ne [doit] pas [être] considéré simplement comme une pièce d'un moteur économique, ni comme un élément d'un filet de sécurité qui retient les gens en période de récession économique».

Ce processus est présenté comme la réforme du «filet de sécurité sociale du Canada». D'accord. Malheureusement, un tel concept s'arrête sur les gestes que nous posons, en tant que société, afin d'éviter les catastrophes, particulièrement le chômage. En fait, d'aucuns pourraient conclure à juste titre que l'assurance-chômage est au cœur du débat. À la lumière de la restructuration économique actuelle et selon le ministre des Finances qui prédit que le rapport chômeurs/population active ne descendra pas sous la barre des 10 p. 100 avant longtemps, ce sera indubitablement une question de grande importance sociale.

De plus, comme le montre le graphique à la page 16, l'enseignement postsecondaire influe certainement sur le taux de chômage. En effet, ce taux est nettement moins important chez les personnes ayant un diplôme universitaire.

Ainsi, il ne faut pas voir plus loin que le bout de son nez pour empêcher les bénéficiaires d'allocations de recyclage professionnel d'utiliser ces fonds pour étudier au collège ou à l'université, dans

la mesure où ils répondent aux conditions d'admission. Par le passé, des sommes importantes ont été consacrées au recyclage à court terme. Il est plus logique d'encourager l'acquisition de compétences et de connaissances qui permettront aux Canadiens de survivre dans un monde qui demandera certainement encore plus de souplesse et d'adaptabilité (voir les articles sur le sujet dans *De la Colline parlementaire*, page 16).

C'est pourquoi les gouvernements fédéral et provinciaux ne doivent pas seulement maintenir, mais augmenter les sommes qu'ils consacrent à l'enseignement postsecondaire. Si le Canada songe sérieusement à perfectionner ses ressources humaines, c'est la façon la plus efficace et la plus rentable d'y parvenir.

La situation actuelle est déplorable. Le financement est insuffisant. Les administrateurs ont presque renoncé à servir leur collectivité et sont revenus à des formes de gestion rudimentaires (voir «Provincial Roundup», page 6). Les étudiants qualifiés ne peuvent obtenir de places pour étudier. En désespoir de cause, certaines universités sont convaincues que la seule solution consiste à augmenter les frais de scolarité.

Bien que cette solution puisse sembler logique à un moment où les fonds publics sont réduits et la demande, élevée, ce n'est pas la bonne façon de

faire. Les étudiants voient d'un mauvais œil les prêts, quelle que soit leur forme; ils comprennent suffisamment bien, peut-être après avoir observé leurs parents, que des dettes élevées ne feront qu'hypothéquer lourdement leur avenir.

Certaines preuves recueillies récemment au Royaume-Uni indiquent assez clairement que, plutôt que de s'endetter, les étudiants trouveront une source de revenus immédiats afin de payer les frais sans cesse croissants — en d'autres termes, un emploi parfois à temps plein, parfois à temps partiel. Les professeurs canadiens sont très conscients de ce phénomène. Ils y sont confrontés chaque jour en classe.

Ce choix que font les étudiants a deux conséquences importantes. D'abord, les emplois qu'ils occupent auraient souvent pu être comblés par de véritables sans-emploi; le phénomène intensifie donc le recours au système d'assurance-chômage.

Ensuite, les étudiants ne se donnent certainement pas à fond dans leurs études. À long terme, nous y perdons tous. Moins nos connaissances et nos compétences seront perfectionnées, plus l'avenir nous réservera des problèmes. Moins nous accorderons de la valeur à l'enseignement postsecondaire, plus nous limiterons notre capacité, individuellement et collectivement, à traiter de ces problèmes.

CAUT BULLETIN DE L'ACPPU

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How good is your pension?



By Bob Moore

The following are four case studies representative of members of academic staff associations or unions across Canada. They represent typical and not so typical situations that do or can exist at Canadian universities. The descriptions of each will include as much detail as required to provide comparative examples for real people. Individuals ought to be able to associate themselves with at least one scenario and draw appropriate conclusions from the analysis provided by our panel of three academics familiar with the field of pensions, Prof. Frank Reynolds, Prof. Gary Tonipkins and Prof. Ian McDonald.

Each commentator has appraised the situations presented and offered their respective

views on how the person's and/or group's position might be improved through various short or long term means. Their opinions are based only on the data provided. They are not professional experts offering solicited advice under legal license. Such counsel ought to be sought before actually undertaking any action of significance with consequent ramifications for your own or the group's pension plan.

Note that the information supplied here is simplified for publication purposes. Actual cases would involve peculiar or unique criteria, terms and/or conditions. Hence, this exercise aims to raise the awareness of members generally to a few key elements of their plans and how they and/or their respective associations might attempt to improve them.

(Bob Moore is a research officer at CAUT.)

Case A: Person Male age 60. Full professor, 30 years of continuous service. Annual salary \$86,000. PTR is one per cent. No salary cap on rank. The man intends to retire at 65.

Plan A: Defined benefit of two per cent per year of service of the average of the 5 consecutive best years of earnings. The plan is not integrated with CPP. Normal pension is 15 years certain and life, payable commencing at age 65. Post retirement benefits are indexed to the CPI to a maximum of three per cent per annum. There is full and immediate vesting. The benefits are portable. Early retirement is available at age 55 with 10 years of service and no actuarial reduction.

Benefits at retirement:
\$61,416 assuming the cap is raised.
\$60,270 otherwise.

Funding: The negotiated contract currently provides for employee contributions of 6 per cent of salary. The employer pays 7 per cent of salary. The most recent actuarial report shows a need for contributions to be increased by 1.5 per cent of salary. The plan's assets are invested 50 per cent in stocks, 45 per cent in bonds and 5 per cent in money market instruments.

Misc: The university provides a reduced work load option of 80 per cent of salary for 75 per cent load for ages 63 to 65. The plan is jointly administered by the university and employee representatives.

Case B: Person: Female, age 50. Associate professor. Twenty years of service with one year breaks at ages 33 and 39. Salary is \$71,000. PTR is 1.5 per cent. Cap on salary for rank of \$81,000. The woman does not intend to apply for promotion to full professor and will retire at age 60.

Plan B: Defined benefit of 1.3 per cent of final five year average earnings up to the CPP Yearly Maximum Pensionable Earnings and two per cent thereafter. There is no post retirement indexing. Benefits are vested after 5 years of continuous service. Normal retirement age is 65. Employer contributions must remain in the plan on termination of service. Early retirement is permitted but subject to an actuarial penalty of one per cent per month.

Retirement benefits:
\$16,017 assuming retirement at age 60.
\$46,718 at age 65.

Funding: Employee contributions are currently 4 per cent of the YMPE and 6 per cent above the YMPE. University contributions are currently 7.5 per cent of salary less CPP contributions.

Misc: The plan is administered by an insurer and an internal administration committee. The insurer fully experience rates the plan.

Case C: Person: Male, age 45. Assistant professor. Ten years of service at the current institution plus credit for 5 years at a prior institution. Salary \$50,000. PTR 2 per cent subject to a salary cap of \$62,000. The man may retire at age 55 or 60. Promotion to Associate professor would take place at age 55.

Plan C: Money purchase with defined benefit guarantee is 2 per cent of service times the average salary for the best 5 of the last 15 years. This option has a five year certain and life benefit, indexed to CPI, less one per cent with a 5 per cent maximum. Employer contributions are vested after 5 years of service. Normal retirement is at age 65. Early retirement is available after 15 years of service subject to a .16666 per cent per month actuarial reduction for the first 60 months and .33333 per cent per month if retirement is before age 60. Benefits are portable.

Retirement Benefits:		
Retires at	Money purchase	Defined Benefit
55	\$12,565	\$16,410
60	\$22,690	\$29,118
65	\$38,863	\$56,295

Funding: Employee contributions of 3 per cent of salary to the YMPE and 5 per cent thereafter. Employer contributions are 10 per cent of salary less CPP contributions. The plan's assets are invested 50 per cent in stocks, 45 per cent in bonds and 5 per cent in money market instruments.

Misc: The plan is administered by a joint employee — employer committee.

Case D: Person: Female, age 35. Lecturer. Has 10 years of service at 50 per cent load, last three at this university. Salary \$19,500. PTR one per cent. Assume the woman is hired full time as a lecturer in 5 years at a salary of \$45,000 with a PTR of 2 per cent. Assume she resigns at age 44, is rehired as an assistant professor at age 45 at a salary of \$50,000 with a 2 per cent PTR subject to a cap of \$62,000. She takes a one year unpaid leave of absence at age 50 but continues her pension contributions. Promotion to associate professor takes place at age 55. She may retire at age 55, 60 or 65.

Plan D: Money purchase. Immediate vesting. Benefits are portable.

Retirement Benefits:	
Retires at	Pension
55	\$10,888
60	\$16,596
65	\$24,913

Funding: Employee contributions are 5 per cent of salary less CPP contributions. University contributes 13 per cent less CPP contributions. The employees have a choice of money market funds, five year guaranteed investment certificates, a provincial government bond fund, or a balanced fund. This employee is currently 50 per cent in money market funds and 50 per cent in guaranteed investment certificates.

Misc: The province allows both sex distinct and unisex mortality tables for the annuity purchase. The plan is administered by the Administration and the monies invested via a deposit administration agreement with an insurer.

Analysis

Frank Reynolds

In general, defined contribution plans emphasize earnings in the early years of a person's career. As a result, they tend to produce inadequate pensions for academics, whose salaries typically rise sharply by age and, in particular, for women who often are slower to become established, due to child care responsibilities. Defined contribution plans shift the investment risk to the employee who has no means of coping with this investment risk. As well defined contribution plans normally make no provision for post retirement cost of living increases and are nearly impossible to adjust equitably for such increases. Because such plans reduce the employer's risk and often the employer's cost, they have been very popular in recent years.

In general, the best long run investment performance comes when money is invested about equally in bonds and stocks. For those in defined contribution plans, the money should be gradually shifted to 100 per cent bonds in the 10 years preceding retirement.

Except in Newfoundland and to a lesser extent Saskatchewan, an employee has the right to transfer any pension benefits on retirement to a locked in RRSP, making portability virtually universal. Permitting newly hired employees to use pension monies transferred to RRSPs on termination or retirement to buy into the new employer's plan on a "no cost basis" provides protection for the faculty member against poor investment practices and inflation at no cost to the employer and effectively makes pensions fully portable.

Case/Plan A: The early retirement provisions make this an extremely rich plan. It would be better to trade the early retirement provisions before age 60 for more adequate inflation protection and a provision indexing Revenue Canada's cap on retirement pensions to the maximum allowed by law. Changing the normal form to 60 per cent joint and last survivor for married people and 15 years certain and life for singles would not involve much cost and would strengthen the plan.

Case/Plan B: The biggest need is for post retirement indexing. Without it the pension will soon be inadequate. The second biggest need is for the employee representation on the pension committee. This would ensure that faculty concerns were considered and improve the perception of the plan by both the administrators and faculty. The vesting provisions could be improved to the more normal 2 years of service without a great cost to the plan. The actuarial penalty for early retirement is too large and encourages forced early retirements.

Using a fully insured plan as opposed to a more normal trustee plan means that investments are effectively in long term bonds instead of a mixture of bonds and stocks. In the long run this reduces investment income by about 1.5 per cent and available pensions by 15 per cent.

Case/Plan C: The plan is effectively a defined benefit plan. Increasing the indexing provision to full indexing should be a priority as should changing the normal form to joint and last survivor. The additional complexity of the defined contribution feature could be given up with relatively little sacrifice.

Case/Plan D: This plan illustrates the bad effects of defined contribution plans on women. The fact that her early career is dominated by part time employment at a reduced salary means that with a defined contribution plan she can never hope to obtain an adequate pension. A defined benefit plan with similar contributions could provide a much larger pension at all retirement ages and at least some post retirement indexing. The investment strategy is a common one for people in defined contribution plans. It can be improved considerably by shifting all her money to the balanced fund. Over a 20 year period this should increase her pension by 50 per cent. The use of unisex mortality tables would help this woman obtain a larger pension but raises distinct equity issues over the treatment of males. Such issues are not present in defined benefit plans.

(Frank Reynolds teaches actuarial sciences at the University of Waterloo.)

Analysis

Gary Tompkins

Defined benefit plans are ideal for those people who stay with the same institution for most or all of their careers and who receive the career growth recognition so that they are never stuck at the ceiling of a salary range.

Case/Plan A: The individual represented in Case A is such a person, with a prospective thirty-five years of service at retirement and the maximum benefit that Revenue Canada allows along with a flexible arrangement for early retirement or reduced workload. The only weakness of the plan is the limit on benefit indexation, which will present a problem if inflation increases from current values. There are also two potential administrative problems with the plan. If it turns out to be difficult to come to an agreement with respect to the need for increased contributions, the result may be to lower benefits instead. Given that inflation indexing is expensive from an actuarial perspective, it may be a target. The other (and potentially related) problem is that retired employees do not have representation on the joint administrative committee.

Case/Plan B: The woman representing Case B illustrates one example of how a defined benefit plan may be disadvantageous to some people. During the course of her career, this person's pension benefits are implicitly indexed by way of the increases in salary she receives, which in turn increases the final average salary calculation. However, since she is at a salary cap, her salary will only increase by way of scale increases, which are likely to be limited over the next few years by the current fiscal climate. This may lead to a substantial reduction in real terms to her pension benefit. The major weaknesses of her plan are: 1) the extremely stiff actuarial penalties for early retirement — 12 per cent per year when the true cost is in the order of 5 per cent; 2) the lack of any form of inflation protection; and 3) the integration of the plan with the CPP. The latter will pose a problem to pensioners if CPP premiums are increased.

Case/Plan C: The pension plan in Case C is similar to that in Case A, but the individual has fewer years of service and a lower salary. Since this individual served only the latter part of his career at this institution, the defined benefit formula is beneficial to him, as is illustrated by the numbers. Again, the contributions are integrated with the CPP and so future increases in CPP premiums will take money out of the pension fund. The indexation provision is the best of the cases presented and will provide adequate protection as long as inflation does not reach double-digit levels again.

Case/Plan D: The woman depicted in Case D will end up with a small pension due to the discontinuous nature of her employment history. The linking of pension contributions to CPP premiums will likely reduce the amount of money in the pension fund in the future. Given her relatively young age, she should probably invest more aggressively with an increased exposure to equities and foreign investment funds.

A general problem with many pension plans is how they treat younger faculty members who may not stay at the institution in which they begin their careers. The vesting and portability provisions of the plans are unlikely to affect the people described in these case studies, but the plans described in Cases B and C could be improved in these areas. Case B's pension plan includes a significant penalty to those who decide to switch employers in mid-career since employer contributions are never vested.

(Gary Tompkins teaches economics at the University of Regina.)

Analysis

Ian McDonald

Since the history of faculty salaries in Canadian universities in the last 25 years includes so many years in which the average base adjustment was less than the increase in CPI, an analysis which ignores this reality is somewhat misleading.

Though I am not an advocate of defined contribution money purchase plans, I think the examples illustrated both overstate their limitations and ignore some of their risks. Some hybrid plans (i.e. money purchase with a minimum guarantee) do regularly provide retirees with benefits significantly above the minimum guarantee while simultaneously limiting the downside risks.

Case/Plan A: The most unusual feature of this plan is the absence of any actuarial reduction in the pension for early retirement at age 55. Might this be a form (or part) of a golden handshake designed to encourage early retirements? The most conspicuous problem with the plan is the limitation of indexing to 3 per cent.

Case/Plan B: It is difficult to see how this professor can afford to retire at age 60 (which she plans to do) unless she has accumulated a relatively large quantity of liquid or near liquid assets. A few years of inflation like those in the mid 70's or early 80's could quickly put her below the poverty line. I would urge her to continue working until she is 65 (the actuarial reduction is much too high for her to take early retirement), to get her faculty association involved in the administration of the plan, and to urge them to negotiate at least some level of indexation for retirees' benefits. And for new faculty members a much briefer period before employer contributions are vested would be an improvement.

Case/Plan C: Though this is a hybrid plan, there is such a large (positive) difference between the benefits of the minimum guarantee and those of the money purchase component that it appears almost to be a defined benefit plan. The actuarial reduction is much smaller than in plan B. Improvements in indexation of benefits and the reduction of the period before vesting of employee contributions should be negotiated.

Case/Plan D: As in plans B and C, pension contributions are integrated with the Canadian Pension Plan (which is inferior to stacking) but in this case the employer contribution at 13 per cent less CPP contributions mitigates this effect. This professor's working only half time until age 40, with the resulting low salary and low pension contribution from both employer and employee is the major cause of the relatively low pension. Retirement at age 55 or 60 does not seem economically feasible.

(Ian McDonald teaches economics at York University.)

Exploding the myths of company pensions

By Ritu Gupta

It's T4 time again and many of you will notice a box on your T4 with a pension adjustment (PA) amount filled in. If you are a member of a defined-benefit pension plan, you might be under the mistaken impression that the PA is the value of the pension you have accumulated under your employer's defined-benefit plan. It's time to explode this myth.

Consider John Doe. Doe earned \$40,000 this year. He participates in his employer's defined-benefit pension plan, which accrues at the rate of 1.5% of his earnings for each year he participates. For this year, Doe accumulated \$600 of pension credit. The PA on Doe's T4 is reported as \$4,400.

According to Revenue Canada rules, the PA for Doe is calculated using the formula: $40,000 \times 1.5\% \times 9 - 1,000 = \$4,400$.

If Doe continues to work for the same employer and participates in the same plan for the next 35 years (with no change in compensation levels) he will accumulate an annual pension of \$21,000 payable by the plan.

What would happen if Doe did not participate in the defined-benefit plan? What if Doe's employer contributed to a defined-contribution plan or group RRSP the amount that he has reported on the PA?

Assuming that Doe and his employer contribute a total of

\$4,400 each year to a defined-contribution plan or group RRSP, and assuming a modest 6% investment return each year, Doe would end up with savings in excess of \$500,000 at the end of 35 years. Depending on Doe's age and prevailing interest rates at that time, he could purchase a pension of anywhere from \$40,000 to \$50,000 a year. This is twice as much as what he could have earned under a defined-benefit plan.

Even if Doe accumulated pension credits at the maximum level under a defined-benefit plan, he could accumulate only a \$28,000 annual pension by the end of the 35 years.

If we assume that Doe's earnings level will increase each year at the rate of 2%, then using the same 1.5% of earnings formula under a defined-benefit plan, he would be eligible to receive an annual pension of \$30,000. If Doe's pension formula was based on his final average earnings of five years, he could end up with an annual pension of as much as \$40,000.

Under a defined contribution or group RRSP, Doe would accumulate savings of almost \$700,000, which can purchase an annual pension between \$55,000 and \$70,000. This is assuming the same 2% increase in earnings level, contributions made at the same rate as the PA reported in his defined-benefit plan and a modest 6% investment return.



If Doe changed employers every five to 10 years, and each employer had a defined-benefit pension plan, Doe's pension would be much lower than projected using a single employer. However, in a defined contribution or group RRSP arrangement, Doe's money would continue to grow in the plan or in his own RRSP.

Many defined-benefit plans use a formula that is less generous than the formula used in the above example. Most have a much lower benefit accrual rate for the earnings covered by CPP/QPP. Plans with similar or more generous benefit formulas require employee contributions. In addition, if Doe was opting for early retirement, the annual pension payable would be reduced even further.

The money in both cases (defined-benefit and defined-contribution pension plans) is locked in once a certain criterion has been met and must be used to provide an annuity. The criterion in Ontario for "locking in" of money (contributed or value of pension earned from Jan. 1, 1987) is two years of membership in the plan.

Under a group RRSP arrangement, the money is not locked in and can be used in any way you choose, subject to taxation rules. Some group RRSPs may not allow the employee to withdraw money while employed by the company.

If you are a member of a defined-benefit or defined-contribution plan sponsored by your employer and you change employers before you are "vested," you will only be entitled to a refund of your own contributions. The vesting rule is similar to the locking-in rule unless your plan has a more generous one.

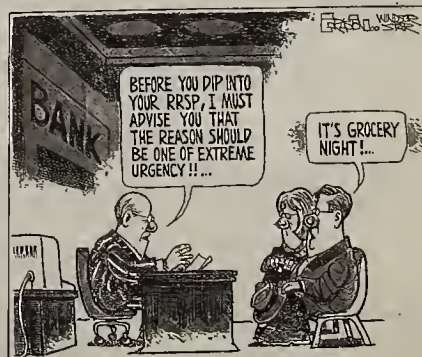
In a group RRSP arrangement, a vesting rule cannot be applied. You own the money contributed on your behalf from the moment the contribution is made. Even

if you change employers after a few months, you are entitled to all contributions and investment returns in your account.

Considering that participation in most company-sponsored pension plans is compulsory for employees, if your employer is sponsoring a defined-benefit plan, perhaps you should consider it as a cost of employment instead of a benefit. Do you think Revenue Canada will allow a tax deduction for this employment expense?

Ritu Gupta is a corporate consultant for pension and benefit services at Baycon Inc. in Toronto.

(Reprinted with the author's permission from *The Financial Post*, March 10, 1994.)





J. Mark Langdon

PROVINCIAL ROUNDUP

Quality First would mean no dentists trained in Alberta

University of Alberta study suggests department merges in sciences and languages

The "Quality First" document, recently released by the administration at the University of Alberta, proposes major reorganization of several departments and the elimination of the school of dentistry. The document suggests the merger of five existing science related departments into a large biology department and the merger of several language departments into a large modern languages unit. The faculty of education is tabbed for a 25 per cent cut in funding.

Rod Wilson, president of the U of A Association of Academic Staff, said faculty reaction to most of the proposals has been critical. Only the proposal dealing with the new Biology department has the support of most of the affected faculty as it has been discussed and negotiated for almost a year.

Wilson described the plans to merge the language departments as "... a kite which has many people in the departments screaming" while some education professors were upset with the characterization of their department in the document. The document expressed concern about the department's focus on graduate study.

The most serious potential dislocation involves the dentistry school, which is proposed to be closed by 1997-98. Thirty-eight faculty are employed at the school, some of whom would have difficulty moving to other departments because of their specializations. Wilson noted that at this point, no exigency and redundancy clauses exist in the collective agreement.

Dean of dentistry Norman

Wood told *The Charlatan*, a student newspaper, that dropping the province's only dentistry school would create a "ridiculous" situation in which students from a relatively large province would "have to go to other provinces to get their education."

The university's public affairs paper, *Folio*, said the rationale behind the cut is the higher operating cost per student and the fact that it is not a leading research faculty. But Dean Wood said that the dentistry program is more costly because it must fund its own outpatient dental hospital for its students to work in. With respect to the research criticism he told *The Charlatan*: "Do we want a dentistry school that can do a good research paper, or do we want a school that can do good dentistry?"

Wilson indicated that suggestions that the cuts to the dentistry school are essentially final are premature. All of the proposals must go through the University's Priorities and Planning Committee, ADC (Academic) Committee, General Faculty Council (Senate) and Board of Governors.

Brock, UBC reach for revenues

At this time of tight government funding, some universities are looking at some unusual tactics for replacing needed funds but their methods have come under critical scrutiny in some quarters.

Brock University announced on Mar. 2 that in addition to its 350 regular positions in the one-year consecutive teacher's education program, 50 extra spaces would be added for stu-

dents willing to pay an admission fee of \$10,000. Students enrolling in the regular, government subsidized spaces currently pay \$2,300.

One day later, Ontario Education Minister Dave Cooke phoned the chairman of the university's board of governors to object to the plan. He warned the chairman that if Brock were to go ahead with the proposal, he would "remove the same amount of provincial grants ... that they would be raising through this policy."

Carl Gillis, national chairman of the Canadian Federation of Students said the proposal was "completely outrageous" and that while there is a shortage of spaces for qualified applicants, "this is the last way I would suggest that we deal with it." He added that the proposal suggests "that if you've got money you can come to the front of the line and if you don't, too bad."

Rob Centa, spokesperson for the Ontario Confederation of University Faculty Associations said: "Our basic position is that this is not an appropriate way for Brock to deal with its problems. It would create a quasi-private program within a publicly funded university and is an abuse of public monies."

In the face of these criticisms, Brock President Terry White moved to defend his initiative. He said the university received \$3 million less this year than last year: "We feel that we need to look at alternative sources of revenue." He added that many students are currently spending \$12,000 or more to attend U.S. schools which offer teaching degrees which can be used in Ontario.

At Queen's University, a proposal to create a one-year, \$20,000 MBA program is currently working its way through the university's governing structures and a final determination is expected this summer.

At UBC, President David Strangway proposed in a lengthy letter of Feb. 24 that the university accept approximately five times as many international students than it currently accepts. UBC's international student enrolment would increase to 15 per cent of the student population with two-thirds of international students paying full-cost tuition fees. International students now account for three per cent of undergraduates at UBC and, with a few exceptions, pay 2.5 times the domestic student fee.

Strangway told *UBC Reports* that the proposal "fits in with our outreach and internationalization efforts without any expense to the university." He added that no unqualified students would be accepted and that the students would be accepted into both undergraduate and graduate programs. Graduate students in research programs would continue to pay domestic rates for tuition while one-third of the international students would be given scholarships equivalent to the difference between domestic and foreign fees. This group would include students with particularly high academic standing, exchange students, and others.

Rosanne Hood, executive director of the UBC Faculty Association, said the association has yet to take an official position on the proposal and

that the issue has "been in limbo" since Strangway's announcement.

William Cullen, a past president of the faculty association, who sits on the board of governors, said there has been no timetable associated with the proposal and that it has been discussed twice for "information purposes" at the board's meetings.

Cullen said he is personally opposed to the proposal, arguing that increasing the student numbers will strain "an already taxed system," and that it is unlikely that professors will receive extra compensation for the added students. He said that even if these are special spaces that will not displace domestic students there are still a lot of details that need to be worked out.

Robert Clift of the Confederation of University Faculty Associations of British Columbia, said the issue will be discussed at a council meeting in mid-April. In a previous meeting with Strangway, the letter was described as a proposition for discussion and debate.

Bill Dobie, president of the UBC Alma Mater Society expressed concern about the proposal: "I'm not against international students but this is a plan for people to buy their way into the university and I don't see any net benefit. Already we have thousands of students who are turned away each year. UBC has already said we can't handle any more students ..." Strangway's proposal must be approved by the senate and board of governors.

(J. Mark Langdon is a Ph.D. student in Political Studies at Queen's University.)

Study of CEOs show about 80 per cent hold degrees

The *Financial Post* for November 1993 gave biographical information for 200 CEOs chosen as "Canada's corporate elite." The academic degrees earned by most of the 200 men and women were included.

Classification of the information reveals that approximately one in six (35 of the 200) do not appear to have completed the requirements for a degree. Of those identified as graduates, 28 had their qualifications exclusively from American universities. Another 15 had a like status from universities other than North American — seven of these being from Japanese sources. There were 119 who could apparently be categorized as having graduated from Canadian universities.

The *Maclean's* magazine issue for Oct. 21, 1991, listed and gave ratings for 46 universities in Canada. Only half of these have graduates who are CEOs as reported in the *Post* selection.

McGill University was mentioned as the source from which 25 degrees had been obtained. Montreal and Toronto each had been the source of 21 degrees. Other universities with 10 or more degrees granted to the selected CEOs were Alberta, Laval and Manitoba. Eight universities had one or two



W.W. McCutcheon

CEOs they may claim as alumni.

The degree most commonly held by the CEOs was the BA (43). Science and engineering combined had 40, B.Com(m) 31, and law 20. Ten MBAs were reported as being from Canadian universities. There was a like number from U.S. universities — four of them from Harvard. The extent to which MBA graduates of universities in Canada have been elevated to CEO status has apparently yet to become a common phenomenon.

Accountancy designations CA and CGA were indicated for 12. Master's, other than the MBA, and the doctorate were calculated to be 23.

In sum the *Post* survey gives interesting information that indicates the extent to which completion of the requirements for degrees have touched the lives of the 1993 'chosen' 200 CEOs in Canada.

(W.W. McCutcheon, retired from the Faculty of Education, University of Ottawa, tells us his interest in the Financial Post article was a result of his many years of teaching in Canadian universities, and his surprise to find that the MBA has still to be a prominent factor in the background of more of the CEOs.)

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Review of administration sought at Athabasca

Liza R. Duhaime
Bulletin Staff

CAUT has been advised by the Athabasca University Faculty Association (AUFA), in a letter dated March 10, of the following events.

Until Thursday, March 3, 1994, staff members at Athabasca were working under the assumption that the cuts being imposed on the other universities in Alberta (annual reductions in the grants for each institution of 11, 7, and 3 per cent for the next three years) would apply to their institution as well.

In fact, Athabasca was singled out for even harsher treatment by the government and will be cut from their present grant level of about \$16 million by an additional \$2 million in the third year.

The purported justification for the inequity of the cut at Athabasca is that the University's rate of graduations is low. "There is no doubt that Athabasca University has fulfilled its mandate until now. Registrations have grown consistently over the years to a current level of 16,000 annually, and the University enjoys a reputation among its students, who reside in all regions of Canada, as providing a consistently high level of service and quality in its courses and programs," said Marco Adria AUFA president.

At an emergency meeting of the Governing Council on March 3, the first item of business was a motion to declare financial stringency. The motion carried. No opportu-

ty was provided for faculty and staff to discuss, debate and protest the cuts.

Under the collective agreement, financial stringency allows for the termination of professional and academic staff, including tenured professors. No recourse for such staff members is available under the agreement.

The administration is also planning to unilaterally increase teaching workloads, effectively eliminating research from the complement of academic responsibilities.

Another agenda item at the Governing Council's meeting was the University's "new mandate," the subject of correspondence between the Alberta Minister of Advanced Education and the chair of the Governing Council. This new mandate is being introduced without consultation and discussion with staff members. "This appears to be another instance of a university president trying to impose his notion of what the university might become without discussing that with the faculty and their association," said CAUT president Alan Andrews.

James Marino, President of the Confederation of Alberta Faculty Associations has written to the Minister objecting to the way the mandate has been proposed. His letter of March 14 states: "this unilateral action by the Governing Council is not in the spirit of the Department's roundtable consultations and exhibits an indifference to any attempt at system-wide planning on the part of the Department that

might appear in the much anticipated draft white paper."

Of immediate concern to AUFA has been the establishment of a "Career Transition Program," which took effect on March 7. This program was available to all staff members at the University who had worked for the University for five or more years. It offered one month's severance for every year of service to a maximum of 12 months. The severance payments were on a "first come, first approved" basis for a period of three weeks. The collective agreement's provisions on redundancy and financial stringency are superior to what was being offered in the program. The program undermined the Association's exclusive right to bargain on behalf of its members, a right set out in Alberta's *Universities Act* and in a provision of their collective agreement.

At a membership meeting on March 8, AUFA voted unanimously to obtain the legal advice required to seek an injunction against the two actions by the University's Governing Council on March 3, the declaration of financial stringency and the implementation of the "Career Transition" program.

A major concern related to both of these actions is that they have occurred while bargaining sessions for this year's salary and benefits are ongoing. The question of whether the actions taken by the Governing Council constitute bargaining in bad faith is under consideration.



Dalhousie Arts Centre: performing arts to continue
Dalhousie Arts Centre: maintien des arts d'interprétation

Dalhousie layoffs

continued from page 1
reason for so doing."

CAUT assisted the DFA in preparing its case. Professor Colin Stuttard, president of the DFA, said following the decision:

"President Clark's Sep. 22 speech was detrimental to the image of Dalhousie, and particularly the departments he targeted. Of course, we welcome the arbitrator's decision which confirms the view we have had of the collective agreement since 1979. However, some effort in good faith by the board of governors is required to repair the damage."

Professor Stuttard points out that in a message to senate after

the arbitration decision President Clark spoke of a "renewed sense of cooperation." Stuttard called on Clark to signal this renewal by an apology to the faculty and students of the afflicted departments who have suffered "unjustified distress, mental anguish, great diversion of energy, and interruption of scholarly work."

He added: "In addition, he might, in a spirit of renewed cooperation and collegiality, give urgent, wide and powerful publicity, to the continuation of performing arts, public administration, and library and information studies programs at Dalhousie."

Université Dalhousie

suite de la page 1

budgetaires routinières que dans des situations financières plus désastreuses, mais que le recteur avait délibérément choisi de se prévaloir de l'article sur l'excédent de personnel universitaire puisqu'il s'agissait là de la seule façon d'atteindre son objectif, qui était d'éliminer les programmes.

Dans son témoignage, M. Clark a indiqué qu'il ne voyait aucune raison autre que les problèmes financiers pour éliminer les programmes. Il a réitéré son opinion selon laquelle les membres des services visés avaient servi l'université sans réserve et avec distinction. Dans sa décision, M. Soberman a également indiqué que M. Clark avait admis que les fermetures entraîneraient des mises à pied. «Malheureusement, avait-il dit, l'abandon de ces programmes et d'autres programmes entraînera des pertes d'emplois.»

Selon l'université, le conseil a le droit d'établir des limites financières et c'est au sénat qu'il revient de décider du mode de fonctionnement à l'intérieur de ces limites. L'arbitre a rejeté cette interprétation de la convention collective.

«Si cet argument était retenu, a-t-il écrit, les garanties concernant le non-renouvellement et les licenciements offertes par les articles 26 et 27 [qui traitent respectivement des contraintes financières et des situations financières critiques] seraient inutiles; le conseil pourrait ne pas en tenir compte en établissant un budget très bas, ne laissant ainsi au sénat d'autre choix que de réduire de façon marquée, ou d'éliminer, certains programmes.»

«Dans ces circonstances, a-t-il poursuivi, le sénat pourrait donner le sens qu'il veut à l'expression "motifs d'ordre universitaire". Selon moi, une signification si universelle de cette expression, qui subsume toutes les raisons financières, constitue une interprétation extrême et déraisonnable.»

M. Soberman a écrit que

l'importance relative (il a mis l'accent sur l'expression) des professeurs et des raisons financières était au cœur de la question. Dans ce cas particulier, il a conclu que la seule conclusion raisonnable était que la crise financière imminente était la principale raison — une raison financière — invoquée pour proposer des licenciements. Il n'est pas raisonnable de dire que cette décision était justifiée par des motifs d'ordre universitaire importants.

L'ACPPU a aidé l'association de professeurs dans le dossier. M. Colin Stuttard, président de l'association, a commenté en ces termes la décision:

«Le discours prononcé par M. Clark le 22 septembre a nui à l'image de Dalhousie, et surtout à celle des départements visés. Bien sûr, nous accueillons avec plaisir la décision de l'arbitre, qui confirme notre compréhension de la convention collective depuis 1979. Toutefois, le conseil des gouverneurs devrait faire des efforts en toute bonne foi afin de réparer les dégâts.»

M. Stuttard souligne que, dans un message à l'intention du sénat qu'il a livré après avoir entendu la décision de l'arbitre, M. Clark a parlé d'un esprit de coopération renouvelé. M. Stuttard a donc demandé au recteur de souligner ce renouvellement par une excuse publique aux professeurs et aux étudiants des départements visés, qui ont été victimes d'un bouleversement inutile, de souffrances morales, d'une grande diversion d'énergie et d'une interruption dans leurs travaux d'érudition.

Il a ajouté: «En outre, il pourrait, dans un esprit de coopération renouvelée et de collegialité, faire une publicité rapide, vaste et puissante en faveur de la poursuite des programmes d'arts d'interprétation, d'administration publique, de bibliothéconomie et d'information à l'université Dalhousie.»

AUFA has called upon the Alberta Minister of Advanced Education and Career Development to use his powers under the *Universities Act* and establish an inquiry into the administrative and financial management of Athabasca University. The president of CAUT has expressed his concern at the deteriorating relations between the faculty and the administration at Athabasca.



Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université

March 23, 1994

Honourable Jack Ady
Minister of Advanced Education
and Career Development
Government of Alberta
229 Legislature Building
EDMONTON, AB T5K 2B6

Dear Mr. Ady:

The Canadian Association of University Teachers has been made aware of the letter to you, dated March 14, from Marco Adria, President of the Athabasca University Faculty Association. We are very concerned at the deterioration in the relations between the administration and the academic staff at Athabasca.

I am writing at this time to indicate our willingness to assist you in establishing the inquiry that the President of the Faculty Association has called for. CAUT has considerable experience with the conduct of independent inquiries. We would, for instance, be in a position to provide you with the names of suitable persons, from outside Alberta, who would be credible persons to participate in the kind of inquiry that is apparently envisaged by the *Alberta Universities Act*.

If you think we can be of assistance to you, please let me know.

Yours sincerely,

Alan Andrews
President



Susan Gray

NEWS FROM QUEBEC

Closing of Collège militaire royal causes furor

The proposed 1995 closing of St-Jean's Collège militaire royal, which figured in the Martin budget, continues to elicit strong reactions in Quebec.

The French-language college opened in 1952 and became a university in 1985. It was created in order to facilitate access to the army for francophones. Since its inception, the percentage of francophone officers has climbed to 26 per cent from 7 per cent.

The vehement reactions can be explained by the fact that, as of 1995, the government plans to have only one military college left in the country — the Royal Military College in Kingston, a city with a strong unilingual character. Over the years, Collège militaire royal St-Jean has also become both a federalist and a nationalist symbol.

Two committees have been set up in St-Jean in response to the government's announcement. One is a nonpartisan group made up of all parties affected by the proposed closing, whose goal is to try and preserve the college. The goal of the other committee is merely to preserve the campus.

The Quebec media have been very supportive vis à vis the college's closing, according to Charles-Philippe David, a spokesperson for the St-Jean professors. Dr. David is optimistic about the school's chances for survival, as support is increasing daily.

"Mr. Chrétien has not said he is personally against saving the college. Also, Mr. Johnson has changed his mind," he said.

Despite the fact that more and more people are coming out in favour of saving the university, Alain Dubuc, the head editorial writer at *La Presse*, maintains that the arguments for preserving the college lack substance.

In his March 2 editorial, Dubuc said he finds the linguistic argument the most compelling. Still, "Times have changed and the army, for most young Quebec francophones, is no longer a guarantee of success." If the college closes, at least 55 professors will lose their jobs.

Commission on French at McGill

Few complaints from McGill francophones and few examples of anti-French bias came to light during the four days of public hearings held in February by the Commission of Inquiry on the Status and Future of French and the Francophone Population of McGill.

The goals of the commission are to find ways to increase the number of francophones at McGill, and to make the university a more welcoming place for them. The commission was set up by the Students' Society of McGill University, which represents all undergraduate students.

The commission members saw approximately three dozen people, including students, professors and specialists. The reluctance of francophones to submit written work in their mother tongue and the recruitment of francophones were two of the key issues they examined.

McGill students are permitted to write their papers, exams and theses in French, except in courses where "knowledge of a language is one of the objects of the course."

According to Andrew Work, a vice-president of the Student Society, the main reason francophones don't submit work in French is because they lack information.

On the subject of recruitment, the commission attempted to evaluate McGill's efforts to attract students from French-language CEGEPs. The admissions and recruitment office, however, sees its role as informative rather than promotional. Moreover, all Quebec universities adhere to the code of conduct developed by the Conférence des recteurs et des principaux du Québec. The code discourages universities from using a hard sell approach when seeking out potential students.

The percentage of francophones at McGill dropped from 26.1 per cent in 1988 to 19.7 per cent in 1993-1994, despite the fact that the numbers remained constant over that period.

Malcolm Baines, president of the McGill Association of University Teachers, believes "the recruitment materials could be clearer about the fact that students can submit their work in French here."

The commission's final report will be made public in the spring.

Internal friction at Concordia

Despite an article in *The Gazette* which claims that Concordia is in a crisis because of conflicts between senior administrators, the Concordia University Faculty Association (CUFA) denies that any such problems are affecting its operations.

The front-page article, which appeared in mid-February, employed many sources who spoke "on the record." But, according to an unidentified member of the board of governors, the university's "decision-making process is paralyzed." At the heart of the controversy, says the paper, is a conflict between Rector Patrick Kenniff and Vice-Rector, Academic, Rose Sheinin.

In response to the article, CUFA's executive wrote a letter to the editor stating that Concordia's professors are not "reduced to fear and paralysis." In an interview, CUFA President June Chalkelson also said she finds the *Gazette* article biased against the rector.

In the article, Dr. Kenniff denies that Concordia is in a state of crisis. He also refutes the notion that the university is "fundamentally divided into two camps." Dr. Sheinin, Concordia's number two administrator, gave no comment to the paper concerning either the morale at the university or her relationship with the rector.

Drs. Kenniff and Sheinin are identified with extremely different leadership styles. The former prefers a centralized approach, while the latter favours a decentralization of power to the chair or professorial level.

Biology professor and former senate member Elaine Newman is a strong critic of the rector's style. "He likes to retain power in his own hands," she told *The Gazette*.

The administrative conflict is coming to the fore because Dr. Sheinin is seeking reappointment. If reconfirmed, she would begin a second five-year term in September.

Openly mistrustful of the traditional reappointment process, the vice-rector convinced the board of governors to set up an independent committee to evaluate her work. In its report to the board, which was essentially positive, the committee also recommended that the board study the state of relations among Concordia's senior administrators.

(Susan Gray is a freelance journalist and translator who lives in Montreal.)

NOUVELLES BRÈVES DU QUÉBEC

La fermeture du Collège militaire royal provoque la fureur

Susan Gray

La proposition du budget Martin de fermer le Collège militaire royal de St-Jean en 1995 continue de susciter de fortes réactions au Québec.

Le collège de langue française, ouvert en 1952, fut proclamé université en 1985. Il a été créé pour faciliter l'accès des francophones à l'armée; en 40 ans, le pourcentage d'officiers de langue française est en effet passé de 7 à 26 p. 100.

Ces réactions s'expliquent au fait que l'on propose de ne garder qu'un collège militaire au pays (le Royal Military College dans la ville très anglophone de Kingston) et que le Collège militaire royal de St-Jean est un symbole fédéraliste et nationaliste.

Deux comités ont été mis sur pied à St-Jean: un comité apolitique qui représente tous les groupes touchés par la fermeture et qui lutte afin de préserver le collège tel quel, et un second qui a pour but de sauvegarder le lieu physique.

Les médias au Québec ont été très sympathiques jusqu'à maintenant, selon Charles-Philippe David, porte-parole des professeurs du collège. M. David est optimiste quant à la survie du collège car l'appui augmente de jour en jour et «M. Chrétien ne s'est pas prononcé personnellement contre le collège. De plus, M. Johnson a changé d'idée».

Mais, malgré les voix de plus en plus nombreuses qui exigent le maintien de l'université, Alain Dubuc, éditorialiste en chef du quotidien *La Presse*, trouve que les arguments pour sauver le collège ne sont pas assez valables.

Dans son éditorial du 2 mars, M. Dubuc dit que l'argument linguistique restant le plus fort selon lui, il trouve néanmoins que «des temps ont changé et l'armée, pour la plupart des jeunes Québécois francophones, ne représente plus cette porte ouverte sur la réussite».

Advenant la fermeture du collège, au moins 55 professeurs perdraient leur emploi.

Commission d'enquête sur le français à McGill

La Commission sur le statut et l'avenir du français et de la population francophone à McGill, qui a tenu des audiences publiques pendant quatre jours en février, a entendu peu de plaintes de la part des francophones de McGill; on a aussi trouvé peu d'exemples de préjugés contre les francophones.

Les buts de la Commission sont de trouver des moyens d'augmenter le taux d'étudiants francophones à McGill, et de leur permettre de se sentir plus à l'aise à l'université. La commission relève de l'Association étudiante de l'Université McGill, qui représente les étudiants du premier cycle.

Les commissaires ont entendu une trentaine de personnes, incluant des étudiants, des professeurs et des spécialistes.

La tendance des étudiants francophones à faire leurs travaux dans leur langue et le recrutement des francophones ont été parmi les questions clés examinées.

McGill permet à ses étudiants de faire tous leurs travaux écrits, leurs examens et leur thèse en français, sauf pour les cours où «la connaissance d'une langue est un des objectifs du cours».

Andrew Work, vice-président de l'association étudiante, soutient que si les francophones hésitent à faire leurs travaux en français, c'est surtout parce qu'ils ne connaissent pas bien leurs droits à cet égard.

Quant au recrutement, la commission a essayé d'évaluer les efforts faits auprès des CEGEPs francophones. Le bureau d'admissions et de recrutement perçoit cependant son rôle comme étant plutôt relié à l'information qu'à la promotion. Toutes les universités québécoises adhèrent au code de déontologie de la Conférence des recteurs et des principaux des universités du Québec qui décourage le recrutement trop agressif.

Le pourcentage de francophones à McGill a régressé, de 26,1 p. 100 en 1988 à 19,7 p. 100 en 1993-1994, même si le nombre total de francophones est resté constant pendant cette période.

Selon Malcolm Baines, président de la McGill Association of University Teachers, il serait intéressant de «clarifier (dans les documents de recrutement) le fait qu'on peut faire ses travaux en français ici».

La commission publiera son rapport final au printemps.

Frictions internes à Concordia

Malgré un article dans *The Gazette* soutenant que la haute administration de l'Université Concordia vive une crise, l'Association des professeurs de l'Université Concordia (APUC) nie que les problèmes de l'administration entravent le travail de l'association.

L'article, paru à la une en mi-février, cite plusieurs sources. Il fait état d'une situation où le processus décisionnel de l'université est paralysé, selon un membre du conseil d'administration qui parlait sous couvert de l'anonymat. Selon *The Gazette*, un conflit de personnalités entre le recteur Patrick Kenniff et Rose Sheinin, vice-rectrice aux affaires universitaires, serait au cœur du problème.

Une lettre à la rédaction signée par le conseil d'administration de l'APUC soutient que les professeurs à Concordia ne sont pas «réduits à la peur et à la paralysie». De plus, June Chalkelson, présidente de l'APUC, a dit en entrevue qu'elle trouve l'article en question très défavorable à l'égard du recteur.

Dans cet article, M. Kenniff nie l'existence d'une crise à Concordia. Il ne trouve pas que l'université est divisée «essentiellement en deux camps». Mme Sheinin, le numéro deux de l'administration de Concordia, ne formulait, pour sa part, aucun commentaire à *The Gazette* concernant le moral à Concordia, ou ses relations avec le recteur.

M. Kenniff et Mme Sheinin sont identifiés à deux styles de leadership très différents. Le premier préfère une approche centralisatrice, tandis que la seconde prône une démarche où le pouvoir est décentralisé jusqu'aux directeurs des départements, voire jusqu'aux professeurs.

Elaine Newman, professeure de biologie et ancien membre du sénat à Concordia, est fort critique du style du recteur, disant qu'il «aime retenir le pouvoir entre ses mains». Les conflits administratifs se manifestent actuellement dans le processus de réengagement de Mme Sheinin, qui désire être confirmée à son poste pour un deuxième mandat de cinq ans à partir de septembre prochain.

Mme Sheinin se méfiant du processus normal à cet égard, a réussi à convaincre le conseil d'administration d'établir un comité indépendant pour évaluer son travail. Dans son rapport, qui a été surtout positif, ce comité a aussi recommandé au conseil d'administration d'étudier l'état des relations entre les plus hauts administrateurs de l'université.

(Susan Gray est journaliste et traductrice pigiste et vit à Montréal.)

Man acquitted of threatening to harm Concordia professor unless she gave him an A

Geoff Baker

A 39-year-old man was acquitted yesterday of having threatened to harm his art-history professor at Concordia University last October unless she gave him an A.

Robert Daniel Young was arrested Oct. 19 following a phone conversation with a Concordia employee in which he said of the professor, Helen James: "I'll fix her — fix her good. She'll be in hot water."

Judge Jean Sirois said in his Quebec Court ruling that Young's statement "doesn't necessarily mean threats of death or injury."

"If to fix her good means to kill her," Sirois said, "she can't be in hot water after that."

Young testified in his defence that what he had meant by the statement was that James would be in trouble with her superiors once he complained to higher levels.

He has been in custody since his arrest, including a lengthy stay at the Pinel psychiatric institute, where he was evaluated.

Sirois said that although Young does have an extensive criminal past, he could not base the current case solely on that.

Bram Freedman, a lawyer representing the university, said after the verdict that he was disappointed.

"The university's position is that Mr. Young is not welcome at the university," Freedman said.

"We've taken whatever measures we can take," he added.

Although Young has not been expelled from Concordia, he was unable to complete his courses once arrested and will be blocked from trying to reapply, Freedman said.

If Young appears on campus, Freedman said, he will be asked to leave and police will be called if he doesn't.

Lise Tavares, a manager of information services at Concordia, testified that a man telephoned on Oct. 19 and started talking rudely to a part-time secretary.

Tavares then took the phone and stayed on for about 75 to 90 minutes with the man — who identified himself as someone named Robert Anthony and also as the son of rock star Robert Plant.

Police later traced the call to Young's apartment.

Young testified that he'd had a run-in with James that morning over an assignment that was being graded. Although Young wanted an A on it, James had told him she never gives marks that high.

Young's criminal record includes assault, armed robbery, drugs, breaking and entering and theft, extends to four provinces and dates back to 1971.

In 1984, Young was arrested for making threats against a woman.

Four years later, after arriving

in Montreal, he was charged with assault, sexual assault, forcible confinement and kidnapping and was sentenced to three years and four months in prison. He still maintains his innocence in that case.

In 1991, he was sentenced to 30 days in jail for making death threats against a female teacher.

The following year, he got a 90-day sentence for making threats against two more people, who were not identified at the

trial.

Last year, Young got another 90-day sentence on two counts of uttering death threats.

(Reprinted with permission from *The Gazette*, March 9, 1994.)

CAUT responds

Threat acquittal denotes distressing trend



Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université

March 10, 1994

Ms. Joan Fraser
Editor-in-Chief
The Gazette
Montreal

I was alarmed to read your story reporting that a judge had said that it was legally permissible for a 39-year-old male student with a long history of violence, including violence against women, to threaten a female professor in order to get an A grade. ("Man acquitted of threatening to harm Concordia professor unless she gave him an A", 9 March). According to your report the judge accepted the plea that the student only meant that he was going to appeal the grade. This is highly implausible on the facts as reported.

One wonders where Montreal finds its judges! Recently another judge ruled that, under certain circumstances, raping young Muslim girls was acceptable. The courts appear to be singularly reluctant to stop violence against women.

Judge Sirois has now sent another regrettable message: that, to protect themselves against violent threats, professors should give students the grades they want. That won't help diminish violence in universities. On the other hand, the university administration is to be congratulated for taking the incident seriously and defending the professor.

Alan Andrews
President

TAX FAX

Robertson
& Hill
Chartered Accountants

To: CAUT Members
From: Steven Dyck

Check out budget for tax changes

The 1994 federal budget speech has been delivered and, depending on one's political perspective, was either a welcome relief or a worrying deferral of Canada's fiscal challenges. For individual taxpayers, there are some significant changes. Pre-budget threats to RRSP contributions and health-plan premiums failed to materialize, and tax rates remain unchanged.

Considerable attention has been focused on the changes to the lifetime capital gains exemption. For farm property and small business corporation shares, the \$500,000 exemption remains intact. The \$100,000 exemption is eliminated, but taxpayers can take advantage of a transitional rule under which an election can be filed with the 1994 return triggering capital gains on relevant assets arising up to February 22, 1994 — by deeming the property to have been sold on February 22, 1994 for any amount up to fair market value, thus sheltering that portion of the capital gain arising when the asset is finally sold.

For real estate assets, the rules had been changed in 1992 so that only the prorated portion of the gain arising before March 1992 could be sheltered. The new rules allow a taxpayer to elect a deemed sale of the real estate, and the taxable portion (March 1992 to February 1994) is only actually taxed when the property is finally sold.

As expected, meals and entertainment deductibility is reduced to 50 per cent from 80 per cent. The first-time home-buyers' plan has been broadened, to allow withdrawals from RRSPs for homebuyers in cases where neither the buyer nor his/her spouse owned a house and lived in it in any of the five calendar years before the withdrawal. Individual withdrawal limits remain at \$20,000.

Finally, for taxpayers claiming scientific research tax credits under the more generous provisions of the "sole-purpose" R&D rules (i.e. when the performer existed only for R&D purposes, and was thus eligible to claim otherwise-exempt overheads such as interest), these rules are eliminated for tax years beginning after February 22, 1994.

(Steven Dyck, C.A., is senior manager with Robertson & Hill, chartered accountants in Ottawa. Readers of this article should note that the material presented herein is expressed in general terms. The particular circumstances of any individual's tax situation must also be taken into account. Accordingly, we suggest that no action be taken solely on the basis of the information provided herein and that in many cases professional advice should be obtained.)

Concordia University presents gun control petition to Parliament

200,000 Canadians and 200 Canadian institutions
ask the federal government to take a stand on gun control

Concordia University Rector Patrick Kenniff presented a 200,000-signature petition to ban the private ownership of handguns in Canada to Liberal and Bloc québécois Members of Parliament during a press conference at the National Press Theatre on March 24. The Rector was joined by members of the University and representatives of institutions supporting the petition.

The Hon. Warren Allmand, Liberal Member of Parliament of Notre-Dame-de-Grâce and Ms. Pierrette Venne, Bloc québécois Member of Parliament for Saint-Hubert then tabled the petition in the House of Commons.

Concordia University has been a member of the Coalition for Gun Control and an active supporter of more stringent gun control since 1989. The University

launched the petition to ban handguns after the murder of four professors at the University on August 24, 1992, by an individual carrying three legally acquired handguns.

A national Angus Reid poll conducted in September 1993 revealed that 71 per cent of Canadians support a ban on handguns in Canada, as do 54 per cent of Canadian gun owners.

Administrative review pertaining to Fabrikant underway at Concordia

The board of governors' executive committee at Concordia has chosen an external investigator to examine the work history of Valéry Fabrikant during his tenure at the university.

The investigator is John Scott Cowan, a physiologist and former vice-rector of the University of Ottawa. Dr. Cowan is currently on a combination two-year sabbatical and administrative

leave from his post as advisor to the rector at the U of O.

The mandate of the review is to examine Concordia's handling of the Fabrikant file during the 12 years that he taught there.

Enquête administrative sur l'affaire Fabrikant à Concordia

Le comité exécutif du conseil d'administration de l'Université Concordia a choisi un enquêteur externe pour examiner les antécédents de Valéry Fabrikant à l'Université.

Il s'agit de John Scott Cowan, un physiologiste, et ancien vice-recteur de

l'Université d'Ottawa. M. Cowan est présentement en congé sabbatique et en congé administratif combinés pour une période de deux ans; son poste actuel est celui de conseiller au recteur à l'Université d'Ottawa.

Le mandat de l'enquête est d'examiner la manière dont

Concordia a traité le dossier Fabrikant pendant les 12 ans d'enseignement de l'ancien professeur à cet établissement.



1994
Year of the
Family

LIBRARIANS

Librarians face being forced off the information superhighway

Across Canada many academic librarians face the upcoming third generation of automation with some trepidation. Various experts have offered scenarios describing the impending information superhighway that challenges the survival of many basic functions of academic librarians as mediators in the information exchange process.

These predictions indicate that a new client-server architecture will enable increasing patron independence by placing full systems capabilities in the hands of users regardless of their entry point on networks. As an undercurrent to this perspective is the belief that fewer librarians will be needed. Those who do remain will have different jobs such as developing tools and information resources or highly sophisticated training in the use of patron self-mediated services.

Predictions are that some librarians will become redundant — run off that superhighway as our profession changes and evolves. Currently there are indications that in-house cataloguing is already teetering on the edge of obsolescence. Several academic libraries are now contemplating the outsourcing of cataloguing and one library in Ontario has already gone that route in the past year.

Librarians in certified bargaining units and special plans must be aware of their rights, be prepared with an action plan, and consult with their associations whenever redundancy is threatened. It is equally important that exigency/redundancy and other clauses be carefully re-examined and improved.

The two key issues that devolve upon library management are planning for change and providing appropriate re-training and redeployment of librarians. It is up to librarians to insist that specific procedures are followed if professional positions are threatened. Librarians should meet collegially with administrations in order to discuss frankly plans for change, individual options and library objectives.

If outsourcing is selected as the best option, librarians must be given plenty of warning; several months at the very least. A definite plan and timetable for staff redeployment must be prepared by the library administration. Mutual consultation throughout this period is essential.

Career counselling and employee assistance through employee assistance programs are valuable for redefining career paths and allaying personal stress. Flexibility in professional positions is one avenue worth exploring; for example librarians who enjoy variety may welcome the opportunity to work in different units on a part-time basis. Opportunities for non-traditional work such as project research is another. Early retirement for some librarians may, in fact, be another preferred option.

At all stages in this process it is important that librarians work with their library administrations and faculty associations to optimize any available opportunities through careful thought, planning and open discussion.

(Linda Winkler is Chair of the CAUT Librarians Committee.)



Linda Winkler

BIBLIOTHÉCAIRES

Les bibliothécaires seront-ils écartés de l'autoroute électronique?

D'un bout à l'autre du Canada, de nombreux bibliothécaires voient venir la troisième génération de l'automatisation avec une vive inquiétude. Divers spécialistes ont présenté des scénarios décrivant la future autoroute électronique, qui menace la survie de nombreuses fonctions élémentaires des bibliothécaires d'université, comme des médiateurs dans l'échange d'information.

D'après ces prédictions, un nouveau rapport client-serveur offrira aux utilisateurs une plus grande indépendance en leur permettant d'exploiter toutes les possibilités des systèmes quels que soient le point d'entrée dans les réseaux. Un courant de pensée sous-jacent prédit qu'il faudra moins de bibliothécaires. Pour ceux qui resteront, les tâches seront différentes. Ils devront notamment développer des outils et des ressources informatives ou élaborer une formation poussée à l'intention des utilisateurs des services automatisés et autonomes.

On prédit que certains bibliothécaires deviendront excédentaires, qu'ils auront été écartés de la super autoroute au rythme de l'évolution de la profession. À l'heure actuelle, des indices laissent croire que le catalogage maison est déjà en train de tomber en désuétude. Plusieurs bibliothèques universitaires envisagent présentement d'impartir le catalogage à des ressources externes. Une bibliothèque en Ontario a choisi cette voie l'année dernière.

Les bibliothécaires membres d'une unité accréditée ou jouissant de régimes particuliers doivent être au courant de leurs droits, disposer d'un plan d'action et consulter leur association s'il y a une menace d'excédent de postes. Il est également important d'examiner attentivement les clauses sur l'urgence financière et l'excédent de postes et autres et de les améliorer.

Il incombe aux cadres bibliothécaires de planifier le changement, d'offrir le recyclage approprié et de réaffecter les bibliothécaires touchés. Il revient aux bibliothécaires d'insister pour que des procédures précises soient suivies si des postes sont menacés. Les bibliothécaires devraient rencontrer collectivement l'administration pour discuter franchement des projets de changement, des choix individuels et des objectifs de la bibliothèque.

Si le recours à des ressources externes est le meilleur choix, il faudrait alors que les bibliothécaires en soient informés longtemps à l'avance, au moins plusieurs mois à l'avance. L'administration de la bibliothèque devrait préparer un plan précis et un échéancier de la réaffectation du personnel. Il est essentiel que les parties se consultent mutuellement pendant cette période.

L'orientation de carrière et l'aide aux employés par l'intermédiaire des programmes d'aide aux employés sont des recours précieux pour redéfinir un cheminement de carrière et apaiser le stress personnel. Il vaut la peine d'explorer la souplesse dans les emplois professionnels. Ainsi, des bibliothécaires qui aiment la variété pourraient être satisfaits d'avoir l'occasion de travailler à temps partiel dans différentes unités. On pourrait aussi envisager des tâches non traditionnelles comme effectuer de la recherche pour un projet. Pour certains bibliothécaires, la retraite anticipée sera peut-être la solution préférée.

Il importe que, durant toutes les étapes du changement, les bibliothécaires collaborent avec l'administration de la bibliothèque et l'association des professeurs pour optimiser toutes leurs chances grâce à une mûre réflexion, une planification et une discussion franche.

(Linda Winkler est présidente du Comité des bibliothécaires de l'ACPPU.)

Conference Report

Lessons to learn from harassment and layoff cases in the U.S.



By Maureen Webb

The third annual conference on Legal Issues in Higher Education was held in Burlington, Vermont, in October, 1993. Although the conference was designed for American university administrators, a number of the topics discussed were relevant to current concerns of Canadian faculty associations. Of particular interest was a seminar about the investigation of sexual harassment complaints and one euphemistically entitled "Reductions-in-Force."

In the seminar on sexual harassment investigation, Mary Elizabeth Kurz, general counsel for Michigan State University, warned administra-

tors that universities could be sued not only by complainants for negligently failing to take prompt corrective action, but also by alleged harassers for negligently investigating complaints, imposing discipline without due process, and defamation.

In a recent trend in American universities, she observed, alleged harassers were suing complainants for defamation and both faculty and students were seeking indemnification from universities. The concerns outlined by Ms. Kurz in the seminar are no doubt shared by Canadian administrators and it is not surprising that they, like their American counterparts, have sought the input of faculty associations in drafting increasingly complex sexual harassment policies.

In the seminar on "Reductions-in-Force," Thomas Hustoles, a private practitioner, discussed ways to "maximize the chances that a reduction-in-force will be defensible...from a legal perspective."

He warned administrators that it was common for aggres-

sive American unions to challenge lay-offs by contemporaneously filing grievances, unfair labour practice charges and one or more lawsuits, all arising out of the same reduction in workforce.

He observed that lawsuits had been based upon claims of breach of express or implied contract, violation of constitutionally guaranteed due process, discrimination (in particular, age discrimination), interference with promised or vested employee benefits, interference with contractual relations, intentional, negligent or innocent misrepresentation and defamation.

He urged administrators to obtain a 393-page collection of material about American universities' experiences with down-sizing published by the National Association of College and University Attorneys (NACUA) in 1991, *Academic Program Closures: A Legal Compendium*.

It is likely that such a text would be instructive for Canadian faculty associations, which in the 1990's are grappling with the first round of

major cuts in Canadian universities.

The American case law summarized in the seminar raised interesting issues for Canadian faculty associations. First, it is unlikely that extensive American case law treating tenure as a property right of which one cannot be deprived except through due process under the American Constitution could be used in any way to support challenges under the Canadian Constitution, as the latter does not enshrine property rights.

Nevertheless, such case law may be helpful in judicial review applications against Canadian universities, undertaken where agreements are silent about procedural protections in layoff situations and resort to principles of natural justice is necessary.

Second, American case law underlines the importance of negotiating strong, explicit procedural protections for layoff. Although some American courts have implied American Association of University Professors (AAUP) policies and standards into contracts as

part of "general academic custom or practice" others have not.

It is important, in particular, to define "financial exigency" or "academic re-programming" in agreements as high thresholds for the justification of lay-offs, to ensure as much faculty participation as possible in decision-making processes and to provide strong recall rights for faculty members laid off.

Otherwise, courts and arbitrators are likely to adopt conservative interpretations of thresholds and to defer to administrators where minimal procedural rights have been afforded and there is no evidence of bad faith.

To receive a copy of *Academic Program Closures: A Legal Compendium* please write or call: National Association of College and University Attorneys, Suite 620, 1 Dupont Circle, Washington, DC 20036; Tel: (202) 833-8390.

(Maureen Webb is a CAUT Professional Officer who works in the area of legal aspects of employment relations.)

Colleges should not be blinded by vision

By Richard Chait

Once it was quite sufficient for a college president to be a thinker, an individual with ideas. However, with the ascendancy of management science after World War II, the role of philosopher-king became outmoded. By the 1970's, college presidents were expected to be managers, and the enlightened chief executive officer or "CEO," to use the term of choice, was expected to be a planner. At first, plans, just plain plans, were quite acceptable. But as the state of the art advanced, long-range plans and ultimately, of course, strategic plans became *de rigueur*.

By the late 1980's, a college president without a strategic plan was as archaic as a Hollywood talent agent without a car phone. And just as the *cognoscenzi* of Rodeo Drive discovered by the early 1990's that to be in touch at all times (say at an airport or a restaurant), one simply had to have a portable cellular phone, college presidents realized that it was no longer enough to be a gifted manager with a sound strategic plan linked to a crisp statement of institutional mission.

The new mode is to be a leader, and leaders do not have plans or missions, leaders have *visions*, compellingly attractive views of the future that stir wonderment ("Why didn't I think of that?") and galvanize support ("Let's get going!"). In fact, "the vision thing" has been elevated, nearly to the level of religion in higher education, fueled by the evangelical tomes of several former college presidents. Scarcely a presidential-search committee these days fails to ask candidates: "What is your vision for this institution?" And scarcely a candidate fails to have an answer, lest he or she be judged dull and uninspiring.

After this evolution from ideas to visions, one wonders what's next? Maybe hallucinations.

A better approach might be to reverse the trend and reduce, rather than augment, our expectations of college presidents. We may someday look back on Tuesday, July 27, 1993, as the date when "vision" crested and the pendulum started to swing from romanticism back toward pragmatism. On that day, Louis V. Gerstner, Jr., who had been CEO of IBM for less than four months, declared that 35,000 positions would be eliminated at the company in addition to the 25,000 previously announced. At a press conference, Mr. Gerstner declared: "There have been a lot of questions as to when I'm going to deliver a vision for IBM, and I would like to say that the last thing IBM needs is a vision. What it needs is very tough-minded, highly effective ... strategies for each of its businesses."

In an interview published later, Mr. Gerstner elaborated: "A vision is often what somebody turns to when it gets hard doing what's required —

namely, good, solid blocking and tackling. Remember, the Wizard of Oz was a vision."

Mr. Gerstner's pronouncement has significant implications for higher education because many college presidents, often goaded by trustees from the corporate sector, are quick to adopt the latest thinking in business management. (Total Quality Management, or TQM, is only the latest example.) Now, the CEO of IBM, an icon of American industry despite the company's enormous setbacks, has legitimated the notion that leaders

influence faculty work life about as much as political-party platforms shape the day-to-day decisions of governmental agencies.

The faculty's relative insulation helps explain why so few colleges and universities have, in fact, been transformed in recent years. For all the emphasis placed upon vision, observers of higher education would be hard-pressed to cite more than a dozen or two colleges, among the nation's 3,300 institutions, that have been successfully "reinvented," and some of the colleges that were

have been exaggerated. The concept should be enshrined in the pantheon of panaceas that already includes management by objectives, zero-based budgeting, quality-control circles, and TQM. All have beneficial elements, but each delivered far less than its proponents promised. (Those incurably addicted to such elixirs might now wish to embrace the doctrine of "organizational restructuring" or "organizational re-engineering.")

As Mr. Gerstner recognized at IBM, these are not the times for heady visions anyway, which typically entail new expenditures that seldom are offset by comparable reductions elsewhere in the organization. These are, instead, the times for sober calculations and pragmatic stratagems.

Freed of the obligation to craft a compelling and comprehensive vision, college presidents can concentrate on crucial, if mundane, tasks like controlling costs, increasing productivity, diversifying their work forces, assessing quality, and streamlining operations. Without "vision" at the top of the agendas, presidents should also have ample time to discover and facilitate the most attractive and feasible aspirations of academic and administrative units. Who knows, time may even be available for presidents to perform small and vastly underestimated acts of leadership such as returning phone calls promptly, responding to memoranda, arriving punctually for meetings, listening intently to the concerns of others, and following up swiftly. In other words, presidents might adhere to a basic and sensible tenet of TQM: Do the ordinary extraordinarily well.

Despite the glamor associated with visions, presidents might be cast more realistically and more beneficially as herders, not heroes. The metaphor that likens academic administration to herding cats has become popular not simply because it is clever, but even more because it is accurate. Few professors are disposed to be guided, let alone summoned, by the North Star of a presidential vision. The notion signifies, sometimes arrogantly, that the president has glimpsed the promised land and will lead the campus there. Enamored of professional

autonomy, most faculty members resent and resist such efforts.

Thus presidents may do better to nip at the heels of laggards, to contain the strays to the extent possible, and, most importantly, to nudge the entire herd along. The most adroit presidents will also attempt to change the group's course every now and then, usually only by a few degrees, as conditions warrant and as instincts suggest.

Subtlety, however, should not be mistaken for drift. Presidents and institutions do need a sense of direction, an intentionally sketchy map that offers the herd a general orientation — for instance, greater emphasis on public-policy research, diversity, and undergraduate instruction, and less emphasis on the arts, off-campus programs, and intercollegiate athletics. Without the majestic, inflated aura of "destination" so integral to a vision, the voyage proceeds by measured steps and with numerous chances to recalibrate en route as unforeseen opportunities and obstacles arise.

Presidents may effectively influence and reinforce an institution's direction through routine processes — Mr. Gerstner's "blocking and tackling" — such as budget allocations, personnel decisions, program evaluations, and incentive structures. Little by little and without much drama or fanfare, the herd moves forward and modest mid-course corrections can eventually be discerned.

In reality, a president's "vision" will be far more evident through a rear-view mirror when the incumbent leaves office than it will be through a telescope trained on the same individual during the search process. Therefore, the best advice one might offer, respectively, to search committees and to presidential candidates echoes the military's new policy on Homosexuals: "Don't ask. Don't tell."

(Richard Chait is professor of higher education and management at the University of Maryland at College Park.)

(Reprinted with the author's permission from *The Chronicle of Higher Education*, September 22, 1993.)

"the vision thing" has been elevated nearly to the level of religion in higher education, fueled by the evangelical tomes of several former college presidents

need not, and maybe should not, have visions, least of all while their organizations undergo massive retrenchment.

If Mr. Gerstner's emphasis on clearheaded, concrete actions gathers momentum, the luster of lofty, grandiose visions may fade and visionaries may be knocked. We may have already seen an omen of the future in the derisive headline, "Mr. Vision, Meet Mr. Reality," that accompanied an August 16 *Newsweek* article on the sizable cutbacks ordered by Chris Whittle, the "genius" behind the Edison Project to create a national network of profitable private schools.

Of course, those college presidents determined to be charismatic dreamers will lament the depreciation of visionaries. All the others should feel liberated, because the value of vision has been oversold, and the likelihood of success has been overstated. Presidents, as well as boards of trustees and search committees, should not be blinded by vision.

After all, what happens to the old visions when new presidents are named? Is every change in leadership to be accompanied by a new vision that supercedes the old one and threatens to dislodge the reforms that the departing president almost certainly intended to be fundamental and permanent? At that pace, faculty and staff members should brace for a new version of the vision roughly every five to seven years, or about eight times over the course of a career.

In reality, the daily lives of most faculty and many staff members are seldom directly affected by presidential visions. For better or worse, the courses, classes, and research programs of most faculty members, especially at universities, are determined virtually independently of any president's vision. Indeed, the majority of the faculty, as well as many managerial, technical, and clerical personnel, are deliberately and delightfully oblivious to the president's dreams, a reality that the proponents of vision conveniently overlook. Presidential visions

fragile, even desperate.

More often, institutional priorities and opportunities emerge from individual and departmental initiatives. For instance, a few faculty members collaborate to obtain a large grant that creates positions and momentum. Breakthroughs occur, the results attract attention and additional support, and, behold, the university has a new "center of excellence" and evidence of progress and prestige.

Visionaries criticize such developments as disconnected events on campuses fragmented by the absence of a shared vision. Yet, strangely enough, the marketplace responds differently. The most successful competitors for students and faculty members and for the resources bestowed by foundations, philanthropists, and corporations are the very institutions where change occurs precisely in this way.

Furthermore, employers flock to those campuses to recruit graduates. And even more ironically, I strongly suspect that most prospective and incumbent presidents would much rather oversee the mayhem at a renowned but splintered institution rather than rally the malleable troops of an ordinary college in order to pursue a grand vision.

In short, the virtues of vision

Dandurand named acting SSHRC president

Dr. Louise Dandurand, Secretary General of the Social Sciences and Humanities Research Council of Canada since January 1989, has been appointed the Council's Acting President for a three-month period as of March 1.

Présidente par intérim du CRSH

Madame Louise Dandurand, secrétaire générale du Conseil de recherches en sciences humaines du Canada depuis janvier 1989, a été nommée présidente par intérim du Conseil pour une période de trois mois. La nomination est entrée en vigueur le 1^{er} mars.



Military college closures

continued from page 1

the federal government recently offered to lease CMR and RRMC to the Quebec and British Columbia governments respectively for one dollar per year.

Acting upon a resolution of Council, CAUT's staff and elected officials have been working closely with the Canadian Military Colleges Faculty Association in order to keep the two threatened universities open. Staff members are in frequent contact with the offices of federal politicians spearheading the fight against the closures. CAUT President Alan Andrews has written to Defence Minister Collette, B.C. Premier Michael Harcourt, and Quebec Premier Daniel Johnson, as well as opposition party leaders Preston Manning and Jean Charest, voicing CAUT's denunciation of the closure plans, and urging that the colleges be maintained intact.

The controversy over the closures is fuelled by serious questions about the merits of the decision. In particular, opponents of the closure, including CAUT, have pointed to the fact that the closure decision was taken in advance of the federal government's announced global review of

defence policy and apparently without regard to the recommendations of a recent, comprehensive and independent report to the minister of national defence recommending that all three colleges be kept open, and even expanded.

Notwithstanding the department's refusal to release the *Report of the Ministerial Committee on the Canadian Military Colleges*, CAUT obtained a copy through informal channels and acted immediately to release it to the public. On March 9 CAUT President Alan Andrews, assisted by CAUT staff lobbyist Robert Léger, presented the report and its major findings to the national media at a press conference on Parliament Hill.

As Dr. Andrews explained, the report's major conclusions are that all three of the military colleges should be maintained, and that enrolment at the three colleges should in fact be increased from 1,600 to 2,000 officer cadets. The minister's committee makes these recommendations notwithstanding its acknowledgement of the budgetary constraints facing the government and the military.

Its report assumes that the total number of military

Canadian personnel will shrink to 70,000, and that the current ratio of officers to enlisted soldiers will decline from 22.4 per cent to 16 or 17 per cent. These assumptions are consistent with the government's current plans to reduce the number of military personnel to 66,000.

The report also notes that, even if its recommendations were followed, graduates of all three of the Canadian military colleges would together account for no more than 54 per cent of the annual requirement for new officers in the Canadian Forces.

The minister's committee bases its recommendations upon two major findings. The first is that the military colleges are unique in their ability to deliver a high quality education based upon what the report calls the "four pillars": a well-rounded university education, military training, bilingualism and physical education.

The committee saw the military college program as the source of a culture of loyalty and adaptability at the heart of the Canadian officer corps. In releasing the report to the public Dr. Andrews noted that "all three of Canada's military colleges provide cost-effective

university education of high quality."

The report goes on to emphasize that military colleges constitute a network of points of entry into the upper ranks of the military which successfully reflects Canada's linguistic and regional diversity in a way that few other Canadian institutions have been able to do.

Dr. Andrews pointed out that as well as representing the loss of a truly national and bilingual institution, the closure of the military colleges could foreclose the opportunity of university education to several hundred Canadians each year. He noted that this is of particular concern in British Columbia where there are places for only 13.4 university students per 1,000 population compared with a national average of 21.2.

The government estimates it will save \$23 million dollars per year by closing CMR St-Jean, and a further \$12 million by closing Royal Roads. Political commentators have challenged the government's economic rationale, citing not only closure costs estimated by the department of defence to be in the order of \$46 million, but also the cost of establishing new facilities at Royal Military

College in Kingston, in order to properly accommodate francophone officer cadets and specialized academic programs to be transferred to that location.

The government has yet to provide particulars of its estimates in response to these criticisms.

Meanwhile the CAUT Collective Bargaining Cooperative has been working with the CMCFA in its efforts to break a logjam in its negotiations with Treasury Board for a first collective agreement. Treasury Board refuses to bargain over most issues, including those related to lay-off and severance, arguing that the Public Sector Compensation Act, among other things, prevents it from doing so. The CMCFA strongly disputes these claims, on the basis that the Public Sector Compensation Act simply freezes some aspects of compensation, but does not remove the duty to bargain in good faith over severance and layoff issues, and that the other pieces of legislation relied upon by Treasury Board are not relevant to the negotiations.

(Kevin Banks is a CAUT Collective Bargaining Cooperative Professional Officer.)

La fermeture de collèges militaires

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gouvernement fédéral.

Dans un premier geste public de concession, le gouvernement fédéral a récemment offert de louer les deux établissements aux gouvernements provinciaux touchés pour la somme d'un dollar par année.

Donnant suite à une résolution du Conseil, les représentants élus du personnel de l'ACPPU ont travaillé en étroite collaboration avec l'Association des professeurs des collèges militaires canadiens afin d'assurer la survie de ces universités menacées. Les employés de l'ACPPU communiquent fréquemment avec les bureaux des politiciens fédéraux qui se sont faits les champions de la lutte contre les fermetures. M. Alan Andrews, président de l'ACPPU, a écrit à M. Collette, ministre de la Défense nationale, ainsi qu'à MM. Michael Harcourt et Daniel Johnson, premiers ministres de la Colombie-Britannique et du Québec respectivement, ainsi qu'aux

chefs des partis de l'opposition Preston Manning et Jean Charest, dénonçant les plans de fermeture au nom de l'ACPPU et prônant le maintien des collèges.

Le débat entourant la fermeture est alimenté par la remise en question des mérites d'une telle décision. Les opposants à la fermeture, dont l'ACPPU, ont souligné que le gouvernement fédéral a pris sa décision avant même d'entreprendre la révision globale de la politique de défense qu'il avait annoncée et sans tenir compte, apparemment, des recommandations formulées dans un récent rapport d'importance, produit par une entreprise indépendante, qui proposait au ministre de la Défense nationale de maintenir les trois collèges, et même de les agrandir.

Le ministre ayant refusé de diffuser ce rapport intitulé *Report of the Minister's Committee on the Military Colleges*, l'ACPPU a réussi à en obtenir copie par des voies

officieuses et a immédiatement pris les mesures qui s'imposaient pour le publier. Le 9 mars dernier, M. Alan Andrews, président de l'ACPPU, et Robert Léger, lobbyiste et membre du personnel de l'ACPPU, ont présenté le rapport ainsi que ses principales conclusions aux médias du pays, dans le cadre d'une conférence de presse qui s'est déroulée sur la colline du Parlement.

Comme l'a expliqué M. Andrews, le rapport conclut principalement que les trois collèges militaires devraient demeurer ouverts et que le nombre d'élèves-officiers devrait passer de 1 600 à 2 000. Le comité du ministre chargé du rapport a formulé ces recommandations en toute connaissance des contraintes budgétaires auxquelles font face le gouvernement et le milieu militaire.

Les auteurs du rapport supposent que le nombre total de militaires canadiens sera ramené à 70 000, et que la proportion actuelle d'officiers/soldats passera de 22,4 p. 100 à 16 à 17 p. 100. Ces hypothèses tiennent compte des plans actuels du gouvernement, qui entend ramener le nombre de militaires à 66 000.

Le rapport souligne également que, même si le gouvernement donnait suite à ces recommandations, les diplômés des trois collèges militaires canadiens ne combleraient pas plus de 54 p. 100 de la demande annuelle de nouveaux officiers au sein des Forces armées canadiennes.

Le comité appuie ses recommandations sur deux conclusions importantes. D'abord, les collèges militaires sont les seuls établissements

qui peuvent offrir une éducation de qualité supérieure en tenant compte de quatre facteurs que les auteurs appellent les « quatre piliers » du système, c'est-à-dire un enseignement universitaire complet, une formation militaire, un milieu bilingue et un programme d'éducation physique.

Le comité considère le programme des collèges militaires comme la source d'une culture axée sur la loyauté et la souplesse chère aux corps d'officiers canadiens. En diffusant le rapport, M. Andrews a souligné que les trois collèges militaires offrent un enseignement universitaire rentable et de grande qualité.

Le rapport poursuit en insistant sur le fait que les collèges militaires constituent un réseau de points d'entrée dans les rangs supérieurs de l'armée et qu'ils reflètent la diversité linguistique et culturelle de bien meilleure façon que la plupart des autres établissements canadiens.

M. Andrews a souligné qu'en plus de condamner une institution bilingue purement canadienne, la fermeture des collèges militaires entraverait, chaque année, l'accès de plusieurs centaines de Canadiens à l'enseignement postsecondaire. Cette situation touche surtout la Colombie-Britannique, où seules 13,4 personnes sur 1 000 peuvent étudier à l'université, comparativement à une moyenne de 21,2 à l'échelle du pays.

Le gouvernement espère épargner 23 millions de dollars par année en fermant le CMR de St-Jean et une autre somme de 12 millions en fermant le Royal Roads Military College. Les chroniqueurs politiques

ont contesté cette logique économique, indiquant que le ministère de la Défense nationale a évalué le coût de ces fermetures à 46 millions de dollars et mentionnant également le coût d'aménagement de nouvelles installations au Collège militaire royal de Kingston afin d'accueillir adéquatement les élèves-cadets francophones et les programmes universitaires spécialisés qui devraient y être transférés.

En réponse à ces critiques, le gouvernement doit encore fournir les détails de ses estimations.

Dans l'intervalle, la Coopérative de négociation collective de l'ACPPU travaille en étroite collaboration avec l'Association des professeurs afin de faire débloquer les négociations avec le Conseil du Trésor et de conclure une première convention collective. Le Conseil du Trésor refuse de négocier la plupart des points, notamment ceux qui touchent les licenciements et les cessations d'emploi, indiquant que la Loi sur la rémunération du secteur public, entre autres, l'en empêche. L'Association des professeurs conteste chaudement ces arguments, alléguant que la Loi sur la rémunération du secteur public ne fait que geler certains aspects de l'indemnité, mais ne supprime pas l'obligation de négocier en toute bonne foi les autres questions de licenciement et cessation d'emploi, et que les autres lois évoquées par le Conseil du Trésor ne sont pas pertinentes dans le cadre des négociations.

(Kevin Banks est agent professionnel au sein de la Coopérative de négociation collective de l'ACPPU.)

Laurentian - certification

Some good news

Laurentian University Faculty Association won a certification vote for part-time faculty members on Wednesday, March 9, with 85 per cent support among those casting ballots.

The application to consolidate the unit of part-timers with the full-time unit is still pending.

Université Laurentienne —

Accréditation
De bonnes nouvelles

L'Association des professeurs de l'Université Laurentienne a remporté un vote d'accréditation pour les professeurs à temps partiel le 9 mars dernier: 85 p. 100 des membres ont voté en faveur de l'accréditation.

La demande de regroupement de l'unité des professeurs à temps partiel et celle des professeurs à temps plein est en instance.

Focus on Faculty/Pleins feux sur les professeurs

Academics are often honoured for their achievements and contributions in teaching and research. As a bi-monthly feature of the Bulletin, *Focus on Faculty* reports on awards, honours, fellowships and prizes awarded to Canadian university academic staff. Particular focus is on provincial, national and international awards of merit. The Bulletin welcomes receiving notice of awards or honours for academic staff for inclusion in this column, space permitting.

Les universitaires sont souvent honorés pour leurs réalisations et leurs contributions en recherche et en enseignement. La chronique du Bulletin, *Pleins feux sur les professeurs*, qui paraît tous les deux mois, présente les prix, honneurs, bourses et récompenses décernés à des universitaires canadiens. On signale surtout les prix provinciaux, nationaux et internationaux. La rédaction du Bulletin accepte tout avis de prix ou d'honneurs pour cette chronique s'il y a de l'espace.



Genie Award

Lynn Smith (Cinema, Concordia) has won a Genie Award for Best Animated Short for her film *Pearl's Diner*.



Stearie Prize

Verena J. Tunnicliffe (Earth & Ocean Sciences/Biology, Victoria) has been awarded the Steacie Prize for 1993. Professor Tunnicliffe is the first female recipient of the Steacie Prize, Canada's top award for young scientists and engineers. The Steacie has been awarded each year since 1964 and carries a cash award of \$7,500.



NSERC Gold Medal

Alan Davenport (Director, Boundary Layer Wind Tunnel, Western Ontario) is the 1994 recipient of the Natural Sciences and Engineering Research Council Gold Medal. The NSERC Gold Medal is Canada's highest honour for lifetime achievement in scientific and engineering research.



Prix Jean-Charles Falardeau

Yves Landry (démographie, Montréal) was awarded the Prix Jean-Charles Falardeau (\$1,000) by the Social Science Federation of Canada for his book *Les filles du roi au XVII^e siècle*, chosen as the best Canadian scholarly work written in French in the social sciences.



Canada Council Molson Prize

Juliet McMaster (English, Alberta) has won the 1993 Canada Council Molson Prize in the Humanities and Social Sciences (\$50,000). The prize is in recognition of her outstanding lifetime contribution to the cultural and intellectual life of Canada.

Bora Laskin National Fellowship
Brian Mishara (Psychology, Université du Québec à Montréal) has been awarded the 1993 Bora Laskin National Fellowship in Human Rights (\$45,000 plus \$10,000 allowance for travel and research costs) by the Social Sciences and Humanities Research Council of Canada. The fellowship will allow Dr. Mishara to conduct a study on the rights of suicidal persons. SSHRC awards one Bora Laskin Fellowship every year.

Marcus Wallenberg Prize
Gene Namkoong (Forest Sciences, British Columbia) has been awarded the Marcus Wallenberg prize (\$168,000) for scientific research in forestry. The award was established in 1980 by Stora Kopparbergs Bergslags Aktiebolag of Sweden to honour Dr. Wallenberg, a former company chair.

BC Science Council Gold Medals

Christian Fibiger (Psychiatry, British Columbia) is the recipient of the 1993 B.C. Science and Engineering Gold Medal in Health Sciences in recognition of his contributions to the understanding of neurobiological substrates of clinical depression.
Neil Gilkes, Douglas Kilburn, Tony Warren and Robert Miller (Microbiology, British Columbia) are the recipients of the 1993 B.C. Science and Engineering Gold Medal in the Natural Sciences.

Carlyle S. Beals Award
Peter Martin (Astronomy, Toronto) has been awarded the 1994 Carlyle S. Beals Award of the Canadian Astronomical Society. The award is the highest granted by the society and is presented every two years in recognition of outstanding achievement in research.

New England BioLabs Award

Tony Warren (Microbiology/Immunology, British Columbia) is the 1993 recipient of the New England BioLabs Award. Presented by the Canadian Society of Microbiologists, the award is sponsored by the Canadian division of New England BioLabs, an international company specializing in the development of products for molecular biology.

Ordre des Palmes Académiques

Rostislav Kocourek and **Marcelle Sandhu** (French, Dalhousie) have been appointed as Chevaliers dans l'Ordre des Palmes Académiques by the Prime Minister of France. The distinction normally goes to French citizens; only in exceptional circumstances is it given to nationals of other countries for distinguished service in the area of French language and culture.
Geoffrey Mills (French Language and Literature, Victoria) was invested as an Officier de l'Ordre des Palmes Académiques by the French Consul General in Vancouver, in recognition of his contributions to French language and culture in British Columbia.

Royal Society of Arts Fellow

Ed Doré (School of Art, Manitoba) was recently elected a fellow of the Royal Society of Arts, London, England.

Raymond B. Cattell Carly Award

Jean Clandinin (Education, Alberta) was awarded the 1993 Raymond B. Cattell Carly Award by the American Educational Research Association. The award is given to promising young scholars with less than ten years in professorial ranks and who have established research programs of exceptional merit and prominence. Dr. Clandinin is the first Canadian to receive this award.

First Prize WSO Competition

Owen Underhill (Contemporary Arts, Simon Fraser) has been awarded first prize in the Winnipeg Symphony Orchestra's Canadian Composer's Competition for his composition *Lines of Memory*. First prize in the competition includes \$4,000 as well as a \$4,000 commission.

Charles H. Levine Prize

Colin Bennett (Political Science, Victoria) has been awarded the Charles H. Levine Prize from the International Political Science Association for his book *Regulating Privacy: Data Protection and Public Policy in Europe and the United States*. The prize is awarded for the best book in comparative policy and administration published during 1992.

Prix Manitoba Award

Jack Harper (Physical Education and Recreation Studies, Manitoba) received the 1993 Prix Manitoba Award for Recreation in the vocational distinguished service category from the Manitoba department of Culture, Heritage and Citizenship.

Ross Award

Lina Kristjanson (Nursing, Manitoba) has received the Canadian Nurses' Foundation Ross Award in recognition of an outstanding or innovative contribution to nursing research, education or administration in Canada, or in recognition of nurses who have demonstrated outstanding leadership.



Governor General's Literary Award

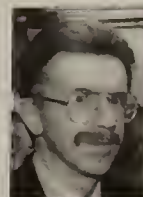
Carol Shields (English, Manitoba) has won the Governor General's Literary Award (\$10,000) for her novel *The Stone Diaries*.



Peter Boag



Mark Lautens



David B. MacFarlane



Christian Roy

Stearie Fellowships

Mark Lautens (Chemistry, Toronto), **Peter Boag** (Biology, Queen's), **David B. MacFarlane** (Physics, McGill), **Christian Roy** (Chemical Engineering, Laval) have won the prestigious E.W.R. Steacie Memorial Fellowships from the Natural Sciences and Engineering Research Council of Canada. Steacie fellowships are awarded annually to highly promising young scientists in science and engineering who are nominated from universities across Canada. The award of salary plus benefits gives recipients the chance to focus on research, free from teaching and administrative duties, for up to two years.

WORLD HEALTH ORGANIZATION/PAN AMERICAN HEALTH ORGANIZATION FELLOWSHIPS

On behalf of Health Canada, the Canadian Society for International Health has announced details of the annual World Health Organization/Pan American Health Organization competition for fellowships for Canadian citizens wishing to undertake short-term studies abroad.

Additional information and application forms can be obtained by contacting:

WHO/PAHO Fellowships
Canadian Society for International Health
170 Laurier Avenue West, Suite 902, Ottawa, Ontario K1P 5V5
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CAUT

COLLECTIVE BARGAINING CO-OPERATIVE

ANNOUNCES ▼ ITS

17TH

ANNUAL

COLLECTIVE

BARGAINING CONFERENCE

MINAKI LODGE, MINAKI, ONTARIO

**from Saturday evening June 11 to
Wednesday June 15 at 2:00 pm**

The 17th Annual Collective Bargaining Conference will be held at Minaki Lodge, Minaki, Ontario. Minaki Lodge is a Four Seasons Resort located in Minaki, approximately 50 km from Kenora, Ontario.

The conference is a training conference, with a primary focus on the development of skills required in all aspects of the collective bargaining process. Simultaneous sessions will accommodate the different levels of experience of conference participants. Current issues in faculty collective bargaining will also be addressed.

WHO SHOULD ATTEND?

Members of faculty associations who are currently involved or would like to get involved in the collective bargaining process. The conference is designed for members with and without collective bargaining experience.

WHY ATTEND?

- * to explore the collective bargaining process
- * to participate in hands-on negotiation simulations
- * to learn about the grievance process

THE AGENDA — Four days of intensive training on the collective bargaining process.

This year, we will conduct hands-on workshops on the following issues:

- * What is collective bargaining?
- * The grievance and arbitration process
- * Preparing for negotiations
- * Mediation and conciliation
- * Proposal and clause writing
- * Responding to cutbacks
- * Negotiating skills
- * Current issues in collective bargaining

Participants also benefit from informal discussions with colleagues from across the country, and social activities are organised to facilitate the exchange of information and knowledge.

REGISTER TODAY! Spaces are limited.

- Co-Op Members: No registration fee
- Non-members: \$500 per person

For more information, please contact your local faculty association office or:

Louise Desjardins
CAUT Collective Bargaining Cooperative
2675 Queensview Drive
Ottawa, ON K2B 8K2
Phone: (613) 820-2270
Fax: (613) 820-7244

LA COOPÉRATIVE DE NÉGOCIATION COLLECTIVE DE L'ACPPU

ANNONCE ▼ LA

17^E

CONFÉRENCE ANNUELLE SUR LA NÉGOCIATION COLLECTIVE

AU MINAKI LODGE, MINAKI, ONTARIO

**à compter du samedi 11 juin en soirée jusqu'au
mercredi 15 juin à 14 h**

La 17^e conférence annuelle sur la négociation collective sera tenue au Minaki Lodge, Minaki, Ontario. Minaki Lodge est un hôtel de villégiature Quatre Saisons, situé à Minaki, à environ 50 km de Kenora, Ontario.

La conférence vise à donner de la formation, et sa mission première est le développement de compétences exigées dans tous les aspects du processus de négociation collective. Elle comportera des réunions simultanées qui permettront de traiter les divers niveaux d'expérience des participant(e)s. Les enjeux des négociations collectives actuelles des corps professoraux seront également traités.

S'ADRESSE À QUI?

Aux membres des associations de professeur(e)s qui participent présentement à des négociations ou qui sont intéressés à le faire et qui veulent acquérir des techniques reliées à la négociation collective. La conférence s'adresse à tous les membres, qu'ils (elles) aient ou non de l'expérience dans la négociation collective.

POURQUOI Y ASSISTER?

- * pour explorer le processus de négociation collective
- * pour participer à des séances pratiques de simulation
- * pour se familiariser avec la procédure de règlement des griefs

LE PROGRAMME — Quatre jours intenses de formation sur le processus de négociation collective

Cette année, le programme inclut des séances pratiques sur les sujets suivants:

- * Qu'est-ce que la négociation collective?
- * La médiation et la conciliation
- * La préparation des négociations
- * Le règlement de grief et l'arbitrage
- * La rédaction de propositions et de clauses
- * Réagir aux compressions
- * Les techniques de négociation
- * Les enjeux des négociations collectives actuelles

Les participants pourront aussi prendre avantage des discussions informelles avec leurs collègues d'à travers le Canada et des activités sociales sont organisées pour faciliter cet échange d'information et de connaissances.

INSCRIVEZ-VOUS DÈS MAINTENANT! Les places sont limitées.

- Membres de la Coopérative: aucun frais d'inscription
- Non-membres: 500 \$ par personne

Pour tout renseignement supplémentaire, prière de communiquer avec votre association de professeur(e)s locale ou avec:

Louise Desjardins
Coopérative de négociation collective de l'ACPPU
2675, promenade Queensview
Ottawa, (Ontario) K2B 8K2
Téléphone: (613) 820-2270
Télécopieur: (613) 820-7244

U of M professors say Maclean's rankings suggest far-reaching provincial and national implications

The November 1993 issue of *Maclean's* magazine presented a ranking of universities in Canada and proposed its measure of "excellence."

Despite criticisms and commentary of *Maclean's* actual system of rankings, the magazine's assessment cannot and should not be ignored in Manitoba. The last place ranking of the University of Manitoba among the country's major medical/doctoral universities provides us with a snapshot of our present situation and a warning for our future.

The snapshot, in the words of the *Maclean's* editor, is one of a "brave institution, trying to move ahead, like many others across the country, in a very, very tough time." The warning is that a second class university will before long mean a second class provincial economy.

As places of higher education generally, and as training grounds for professions, universities are key elements in the social, cultural and economic environments of the larger communities and provinces they serve. In the competitive world of international trade, investments in people with critical thinking and flexible skills — skills which depend more on education than on anything else — are identified as the best investment that can be made.

Supporters of the North American Free Trade Agreement tell us that Canada will benefit because we will be trading off low skill jobs for high value added jobs. That is, we may lose some jobs to Mexican workers (who are forced to accept low wages and poor working and environmental conditions) but in exchange we will gain jobs at the upper end of the job market.

This is the information age and human capital will become increasingly more important than physical capital or resources in determining our future economic success. Where these new industries will be located will depend upon

who can organize the brainpower and the social consensus necessary to capture them.

To borrow a phrase from Robert Reich, Labour Secretary in the Clinton Administration, symbolic analytical skills and lifetime education will be the keys to success in the dynamic economy of the future. Special technical skills will be important to this process, but soon become out of sync in time and space. People with critical thinking and communication skills will provide society with the flexibility and adaptability necessary to cooperate and compete.

If we are to give up less skilled jobs to those who must accept the wages and environment that goes with it, then it cannot be solely an "elite" that receives university education, but rather as many Canadians whose skill and interest we can tap. This is especially true in Canada where the business community does relatively less than other industrialized countries with respect to training and educating our employees. Otherwise we will have two Canadas, one that resembles Mexico and the other one where a small middle class attempts to isolate itself from the desperation of the majority, a situation already well developed in the U.S.

Contributions from all areas of higher learning will be necessary. But in the present circumstances it is becoming increasingly difficult for the University of Manitoba to fulfill its crucial role in this process. Indeed the *Maclean's* survey suggests we are in a crisis situation.

It is common knowledge both in the marketplace and in life that more cannot easily be had for less. We believe we get less for less. However, universities in this province are being provided with less at the same time that the global economy is demanding more.

Anne Johnson, the *Maclean's* editor responsible for the feature issue on universities, suggests that the University of Manitoba is at a critical juncture when she argues "the University

of Manitoba needs to be preserved" and that "we should turn this thing around when dealing with the government." She points out that we are competing with other universities with very high resources, that we are a very brave institution undergoing very tough times. This university has done quite well with what it has to work, which is reflected in the value added measure developed by *Maclean's* — "value added" being the measure of the institution which most improves its students. This has not prevented us from being placed last in the country. The question becomes how would the University of Manitoba fare relative to other universities if there were a level playing field, that is if we simply had more money per student?

The table is a simulation of how the University of Manitoba would rank in a *Maclean's*-like survey if there were the same kind of commitment to funding universities in Manitoba as there are in other places in Canada.

Unfortunately we could not obtain the *Maclean's* data from the magazine, and we have only the rankings to help show what would happen if there was an alternative educational strategy in the province for the University of Manitoba. Nonetheless, we have used the *Maclean's* rankings and some statistical assumptions to illustrate how sensitive the *Maclean's* rankings are to student intake and to the amount of resources available per student.

What we have done is raised the entering grade requirement to 75 per cent. This would lead to approximately a 50 per cent reduction in student intake. We have also assumed no reduction in resources. We have done this in order to illustrate how the University of Manitoba would rank if it changed its entrance requirements to those of a McGill or a Queen's. The results are telling.

In order to carry out this simulation without the actual *Maclean's* data we had to make

some assumptions about the distribution of the data underlying the rankings. We assumed that the data was distributed uniformly with the best rank (first) corresponding to a data score of 300 and the worst (15th) to a score of 100. This assumption is probably conservative. It seems unlikely to us that the worst ranked university on the list of medical/doctoral universities would, for example, have class sizes three times the size of the best ranked university, or that the highest ranked university would have an operating budget per student three times as big as the worst ranked university. Thus, our results probably understate the change in the University of Manitoba's rankings arising from an increase in the entrance requirement to 75 per cent.

What then is the overall effect? Our results suggest that the University of Manitoba would rise from 15th to 1st in the *Maclean's* sweepstakes. This is not surprising, since the *Maclean's* rankings are very responsive to resources per student and to the average entering grade of the student body. What we have done here is to illustrate (and probably underestimate) just how important these factors are in their assessment of universities.

The flip side of this simulation, however, is as troubling for the province of Manitoba and for Manitobans as the current reality. If the entrance requirements for the University of Manitoba were 75 per cent, and other universities in the province were not to receive resources to take in additional students, some 2000 students each year would be denied entry to university education in the province. Manitoba would be left with far fewer university graduates each year, and the province would be facing the international market with greater disadvantages.

The University of Manitoba Faculty Association opposes any reduction in Manitobans' access to university education, and does not support raising

tuition fees in universities. The provincial economy, as well as the individuals who receive the education, benefit from universities, and the long term benefits more than justify an investment by the province which provides access and fair tuition rates. The challenge for the province, then, is to fund our universities at a level which would enable us to be at the top, rather than at the bottom, of the excellent places of higher education.

The current economic policy emphasis is supposedly focused on deficit reduction. We are told we cannot afford to fund the universities the way we used to which as *Maclean's* makes clear was not good enough. And yet there have been over 200 million dollars per year in tax cuts in this province since 1988. Choices are still being made. A billion dollars is a lot of choice. While these financial choices have been taking place, universities have seen a dramatic decrease in funding, relative to other government expenditures. This situation has not allowed our universities to maintain the current system, let alone improve on the categories highlighted by *Maclean's* as important. Manitobans agree that universities are a good investment. Attendance at the University of Manitoba has been growing steadily, and a 1990 Winnipeg area study indicated that the citizens of this city would be willing to pay more in taxes to fund more access to the universities.

If supporters of free trade are serious about competing, they must have more than a low tax and low wage strategy in their arsenal or it is a battle they will certainly lose, given the current world economic environment. More importantly the parents, children and employers of this province will lose. We all deserve better.

(Article prepared by Robert Cheronomas, President, Sylvia Johansson, Executive Director, Wayne Simpson, Member, University of Manitoba Faculty Association.)

Simulated Rankings		STUDENT BODY					CLASSES					FINANCES			LIBRARY			
University	Average Entering Grade	75% or more	% who Graduate	Out of Province (First Year)	International* (Graduate)	Student Awards	Median Class Size 1st Yr.	1st+2nd Year Class Size	3rd+4th Year Class Size	Classes Taught by Tenured Faculty	Operating Budget	Scholarships and Bursaries	Student Services	Holdings per Student	Acquisitions *	Expenses	Overall	
Manitoba	1	1	4	4	11	5	1	3	3	5	5	3	4	7	15	8	3	
Queen's	2	4	3	9	3	4	15	15	2	2	2	3	9	8	1	3	2	
McGill	3	2	2	3	4	2	1	9	9	8	8	3	15	10	15	2	3	
Toronto	2	7	3	15	10	3	1	9	15	8	15	2	3	8	9	1	3	
Dalhousie	3	10	15	2	13	9	11	9	3	2	2	9	2	10	1	18	3	
Saskatchewan	5	6	15	14	2	15	11	13	9	2	13	9	9	5	9	2	3	
UBC	3	4	12	9	6	7	1	15	15	2	2	12	15	8	9	2	3	
Calgary	12	14	15	2	7	15	11	3	3	2	2	3	9	9	9	8	3	
Ottawa	15	14	3	3	6	15	5	9	12	8	3	9	7	9	15	2	3	
Western	15	4	15	11	15	15	11	15	9	8	8	12	3	7	9	8	10	
McMaster	2	6	9	13	12	9	11	15	15	8	8	13	15	10	1	8	10	
Sherbrooke	13	14	9	15	6	15	1	3	2	13	13	15	15	13	2	13	10	
Alberta	15	15	7	10	6	11	5	15	15	15	2	9	9	7	13	5	10	
Montreal	1	6	6	4	14	4	3	3	15	14	13	13	12	15	13	13	10	
Laval	15	12	15	9	1	9	1	9	9	3	8	12	15	15	15	13	15	

*We believe the rankings of these two categories would indeed change; however, the *Maclean's* calculations leave it unclear how to alter them. Therefore, the numbers appearing here for these two categories have been left as they appeared in the *Maclean's* 1993 ranking.



Tim Sturt

Post-secondary education and research combat unemployment and are key elements in building the Canadian economy, CAUT President Alan Andrews told members of a parliamentary committee reviewing Canada's social security system.

While presenting a CAUT brief to the Commons Standing Committee on Human Resources Development on Mar. 9, Professor Andrews stated university graduates are less likely to be jobless than other Canadians. Citing a finance department study he noted that the average unemployment rate for these grads between 1975 and 1991 was only four per cent.

By comparison, the same rate for those with some post-secondary education was six per cent, while the rates for high school graduates and those with only a primary education were 10 and 11 per cent respectively.

Professor Andrews said universities are successful in preparing students for the labour market because they do not simply provide short-term job training. Instead, universities train students in learning and communications skills that are essential to adapting to an ever-changing world.

For that reason, concluded Professor Andrews, the federal government should break with past practice and ensure that

unemployed Canadians who receive unemployment insurance funding for retraining are permitted to attend a university if they wish to do so.

The CAUT brief to the Human Resources Development Committee contains nine different recommendations on federal funding for post-secondary education and research as well as accessibility to post-secondary education.

Among the recommendations made by CAUT is that Canada's post-secondary education system be completely funded through the general tax system. Short of this, CAUT recommends that tuition fees be maintained at a modest level, and that an effective and fair system of student aid be created based on grants, scholarships and bursaries rather than loans and income contingent repayment plans.

In addition, CAUT recommends the federal government restore the funding which it has cut over the past 15 years from established programs financing for post-secondary education.

As for university research funding CAUT recommends that Ottawa double the funding for the Medical Research Council, the Social Sciences and Humanities Research Council, and the Natural Sciences and Engineering Research Council over a three-year period and then index their

budgets at 1.5 times the increase in Canada's gross national product.

To obtain a copy of Brief to the House of Commons Standing Committee on Human Resources Development contact Tim Sturt telephone (613) 820-2270; fax 820-7244.

CAUT lobbyist registration proposals made to feds

Following consultations with non-profit groups such as CAUT, the assistant deputy registrar general presented his proposals to amend the Lobbyist Registration Act (LRA) to the federal government in February. The recommendations presented by Howard Wilson to Industry Minister John Manley are similar to those developed and proposed by CAUT along with other members of the Canadian Society of Association Executives (CSAE) last fall.

Among the possible disclosure requirements which may be applied to non-profit "Tier II" lobbyists are:

- the names of employees who engage in lobbying;
- a brief description of who and what the organization represents;
- an indication of the types of issues of interest to the organization, including matters of current or planned lobbying activity known at the time of reporting;
- the government departments with which the organization is cur-

rently in contact or likely to contact; and

-the type of lobbying activity.

Between November 1993 and early January 1994, 126 different organizations including CAUT and CSAE contacted Wilson to inform him of their concerns. CAUT argued in favour of the above disclosure requirements by stating that it is a non-profit group that should be openly consulted by the federal government on education and research matters, rather than strapped with the prohibitive costs of highly-detailed lobbyist registration requirements.

In a March 7 *Globe and Mail* report Wilson said the Tier II lobbyists convinced him "there is merit to maintaining the distinction" between them as in-house lobbyists and the Tier I registrants who are freelance lobbyists for hire.

Last spring a parliamentary committee unanimously recommended that Tier I and Tier II lobbyists

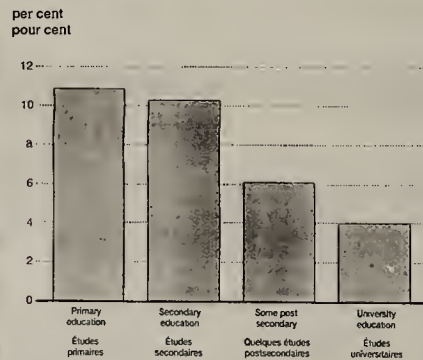
be grouped together and be required to reveal more than their name and the vague subject list required under the 1988 LRA. Despite the lobbyists around her, former prime minister Kim Campbell proposed mandatory exposure of lobbyists' political connections. During the election campaign the Liberals likened lobbying to the crime of influence-peddling and promised to "end the back-room power" of lobbyists.

Amendments to the LRA are likely to be introduced in the Commons before the summer recess. Based on the recommendations made by Wilson, the new legislation will require more registrations by associations that actively lobby.

A new position of ethics commissioner will also be proposed to counsel public servants on how to deal with lobbyists.

(Tim Sturt is a Government Relations Officer at CAUT.)

Average unemployment rates by educational attainment 1975 to 1991
Taux de chômage moyen selon le niveau de scolarité 1975 à 1991



Source: Labour force survey.
Source: Enquête sur la population active.

Message à un comité de la Chambre des communes : l'enseignement postsecondaire réduit le nombre de chômeurs

L'enseignement postsecondaire et la recherche combattent le chômage et sont les fers de lance d'une économie canadienne prospère, a indiqué Alan Andrews, président de l'ACPPU, aux membres d'un comité parlementaire chargé d'étudier le régime de sécurité sociale du pays.

Lorsqu'il a présenté un mémoire de l'ACPPU au Comité permanent du développement des ressources humaines de la Chambre des communes, le 9 mars dernier, M. Andrews a souligné que les universitaires ont plus de chances de trouver un emploi que les autres Canadiens. S'appuyant sur une étude effectuée par un service des finances, il a indiqué que le taux de chômage moyen chez les diplômés universitaires entre 1975 et 1991 se chiffrait à 4 p. 100 seulement — comparativement à 6 p. 100 chez les personnes ayant suivi des cours de niveau postsecondaire et à 10 p. 100 et 11 p. 100 respectivement pour les diplômés du secondaire et les personnes n'ayant pas dépassé le niveau primaire.

Selon M. Andrews, les universités parviennent à préparer les étudiants au marché du travail parce qu'elles leur offrent plus qu'une courte préparation à l'emploi. En effet, elles leur permettent d'acquérir des aptitudes en apprentissage et en communications, si essentielles pour s'adapter à un monde en constante évolution.

C'est pourquoi, de conclure M. Andrews, le gouvernement fédéral devrait rompre avec sa «tradition» et permettre aux

chômeurs canadiens qui sont payés pour se recycler de fréquenter l'université s'ils le désirent.

Le mémoire de l'ACPPU contient neuf recommandations différentes qui portent sur le financement accordé par le gouvernement fédéral dans les domaines de l'enseignement postsecondaire et de la recherche ainsi que sur l'accessibilité à l'éducation postsecondaire.

L'ACPPU recommande entre autres que le système canadien d'enseignement postsecondaire soit financé intégralement par le régime fiscal. À défaut de quoi, l'ACPPU suggère le maintien des frais de scolarité à un niveau peu élevé ainsi que la création d'un régime d'aide aux étudiants efficace et équitable s'appuyant sur les subventions et les bourses d'études plutôt que sur les prêts et les plans de remboursement selon le revenu.

En outre, l'ACPPU recommande au gouvernement fédéral de restaurer le plein montant qu'il accordait il y a 15 ans au titre du financement des programmes établis au niveau postsecondaire.

En ce qui concerne le financement de la recherche universitaire, l'ACPPU suggère à Ottawa de doubler les sommes accordées au Conseil de recherches médicales, au Conseil de recherches en sciences humaines et au Conseil de recherches en sciences naturelles et en génie du Canada sur une période de trois ans et d'indexer leurs budgets respectifs à 1,5 fois l'augmentation du produit national brut du Canada.

Pour obtenir un exemplaire du mémoire au Comité permanent du développement des ressources humaines de la Chambre des communes, prière de communiquer avec Tim Sturt; téléphone : (613) 820-2270; télécopieur : (613) 820-7244.

L'ACPPU formule au fédéral des propositions d'enregistrement des lobbyists

À l'issue de consultations avec des organismes sans but lucratif tels que l'ACPPU, le sous-registraire général adjoint a soumis des propositions au gouvernement fédéral en vue de modifier la *Loi sur l'enregistrement des lobbyists*. Les recommandations, présentées en février par Howard Wilson à John Manley, ministre de l'Industrie, se rapprochent de celles qu'a élaborées et proposées l'ACPPU de concert avec d'autres membres de la Société canadienne des directeurs d'association (SCDA) l'automne dernier.

Parmi les renseignements que doivent obligatoirement fournir les lobbyists de la 2^e catégorie, qui travaillent dans un but non lucratif, mentionnons les suivants :

- le nom des employés exerçant des pressions;
- une brève description de l'organisme et des intérêts qu'il défend;
- un mot sur le genre de questions qui préoccupent l'organisme, notamment les questions actuelles ou prévues qui feront l'objet de pressions au moment de présenter le rapport;
- le nom des ministères avec

lesquels l'organisme communique ou est susceptible de communiquer; et

-le type d'activité de lobbyisme qu'exerce l'organisme.

Entre novembre 1993 et le début de janvier 1994, 126 organismes différents, dont l'ACPPU et la SCDA, ont fait part de leurs préoccupations à M. Wilson. L'ACPPU a prôné l'imposition des exigences d'information susmentionnées en indiquant que le gouvernement devrait consulter ouvertement l'organisme visé sur les questions d'éducation et de recherche plutôt que lui imposer les frais prohibitifs liés aux exigences fort détaillées d'enregistrement des lobbyists.

Dans un article publié le 7 mars, le *Globe and Mail* indique que les lobbyists de la 2^e catégorie ont convaincu M. Wilson de l'importance de conserver la distinction entre les lobbyists au service d'une seule entreprise (comme eux) et les lobbyists de la 1^{re} catégorie, qui travaillent à contrat pour plusieurs entreprises.

Le printemps dernier, un comité parlementaire a recommandé à l'unanimité le regroupement des deux catégories de lobbyists et la présentation de renseignements

plus complets que le nom et la vague liste de sujets exigée en vertu de la *Loi sur l'enregistrement des lobbyists* de 1988. Faisant fi de la présence des lobbyists autour d'elle, Mme Kim Campbell, ex-première ministre, a proposé la divulgation obligatoire des affiliations politiques des lobbyists. Au cours de la campagne électorale, les Libéraux ont comparé le lobbying au trafic d'influence et promis de mettre fin au pouvoir d'«antichambre» des lobbyists.

Les modifications à la *Loi sur l'enregistrement des lobbyists* devraient être déposées à la Chambre des communes avant l'ajournement d'été. Conformément aux recommandations formulées par M. Wilson, la nouvelle loi exigera que davantage d'associations qui s'adonnent au lobbyisme s'enregistrent.

On proposera également de créer un poste de commissaire de l'éthique, qui sera chargé de conseiller les fonctionnaires sur la façon de traiter avec les lobbyists.

(Tim Sturt est agent des relations avec les gouvernements de l'ACPPU.)

Salaries of Assistant Professors 1993-94

Traitements des professeurs adjoints

INSTITUTION	NUMBER \$ NOMBRE	MEAN MOYENNE
Memorial	171	44766
UPEI	69	52965
Acodio	43	48924
St-Anne	9	40692
Mt. St. Vincent	62	48105
NSCAD	13	44448
TUNS	17	52488
St. Francis Xavier	55	44155
Saint Mary's	53	42616
Cape Breton	25	39086
Mount Allison	13	43694
UNB	91	50604
Moncton	71	46866
Shippogon	14	43923
St-Louis-Maillet	11	42051
St. Thomas	19	51555
CMR St-Jean	14	52776
Carleton	125	58559
Guelph	139	60445
Lakehead	65	54047
Lourentian	115	54070
Algoma	19	54766
McMaster	92	56895
Ottawa	205	53943
Queen's	166	56275
Toronto	245	56914
OISE	13	60718
Trent	33	54733
Waterloo	154	56394
Windsor	89	55794
York	202	57287
Wilfrid Laurier	71	56109
RMC	25	53605
Brandon	45	46218
St-Boniface	14	44106
St. Thomas More	8	44624
Régina	89	51965
Alberta	195	52297
Calgary	170	49023
Augustona	25	43763
RRMC	9	49168
Simon Fraser	123	56210
Total *	3369	52667

Notes:

* Total overall average salary includes other colleges not presented here. Data for some universities are not yet available. / Le calcul moyen total inclut quelques collèges non présentés. Les données ne sont pas encore disponibles pour un certain nombre d'universités.

Source: Statistics Canada. Postsecondary education section. Unpublished data. Non-medical staff only. All subjects combined. 1993-94. / Statistique Canada. Section d'éducation postsecondaire. Données non publiées. Excluant le personnel médical/dentaire. Toutes les matières. 1993-1994.

Letters continued from page 2

Debate Berton kindled continues to smoulder

Contrary to what John A. Baker writes in the March CAUT Bulletin, I did not criticize Pierre Berton "for expressing concern for academic freedom and free speech." That's a misleadingly broad description which misplaces the object of my concern. My criticism, in the February issue, was directed against what I argued was Berton's misrepresentation of the import of Martin Yaqzan's article. Before reading Berton's contribution, I had sent the CAUT Bulletin a commentary on the original Yaqzan article in the University of New Brunswick student newspaper. What I wrote in my letter was necessarily compressed, compared with my commentary, but I do not believe that I have any reason to be "embarrassed to quote [Yaqzan] out of context" as Baker suggests.

As for the reference, in Baker's letter, to the elementary logical distinction between supporting an idea and supporting one's right to express it, I agree that this is an important distinction, but I don't see on what basis he could accuse me of failing to heed it. He does not supply any reason in his letter.

Randal Marlin
Philosophy
Carleton University

* * * * *

I commented on Mr. Berton's column to encourage a discussion about academic freedom. To promote discussion, I carefully documented my criticisms of Berton's piece, and I kept my critique brief to save space for my request that the Bulletin foster reasoned discussion. I acknowledged that both sides of the argument should be expressed, and I offered my perspective to start the discussion. I think I did my part.

Professor Baker, on the other hand, has done nothing to further the discussion of academic freedom. His response consists of error, snide personal comments, irrelevancies, and trivialities. (Documentation available on request.)

Mr. Baker's appraisal of me is very much beside the point; it is academic freedom that is the point. Since Professor Baker apparently cares about this issue (or why did he write a letter in response?), he must have something of value to contribute to the discussion.

I would like to know Professor Baker's strong and logical answers to some important questions. So, I ask Professor Baker:

— Do you believe that an academic has the right to express whatever he or she believes? What if the academic's statement clearly contradicts logic or is demonstrably false? What if the academic's statement calls for murder? What if it justifies genocide? What if it calls for exploitation on the basis of age or gender or race or religion? What if the statement is false and yet believed by others, and the allegation is used to destroy another person's life or career?

— Would you say that there should be any limits on an academic's freedom of expression? Can you think of any reason at all why freedom of expression should be limited?

— Does some particular "academic responsibility" accompany "academic freedom"?

— Should free expression be limited to an academic's area of expertise? Should academics, recognizing the power of their position, limit their pronouncements to areas in which they have academic credentials or special knowledge?

— Must academics have scientific data to support their position before they express that position? Is hearsay evidence or gossip sufficient? Is whim a sufficient basis for expression? How must we justify our opinions before we express them?

— Should academics have more freedom to express their opinions than anyone else?

Please Professor Baker, enlighten us with your wisdom and your logic instead of disparaging us with your dreary, mean and belittling arguments. The comment "put up or shut up" comes to mind.

Jason Montgomery
Human Ecology
University of Alberta

* * * * *

The following is intended to address, by implication, those of Professor Montgomery's questions which are sufficiently well posed to merit response. I believe that everyone should have the right to responsibly express beliefs. If a "statement clearly contradicts logic (is illogical?) or is demonstrably false," presumably its value will be clearly recognized and it will be treated accordingly. In fact, concepts such as love, beauty, truth and responsibility cannot be precisely defined (unless one is a fundamentalist) and therefore it is impossible to pronounce most statements of human importance as being demonstrably false (or true). I don't think that folks are as dumb as Montgomery would seem to believe. Does he think that people tend to believe politicians, our corporate masters, advertisers or educationists? It's advantageous to know the enemy — let him speak and challenge him!

I believe that all freedoms come with responsibilities but there are concepts, such as taste, which cannot be left for fundamentalists to define. Individuals should be trusted until they are seen to be untrustworthy. I resent the implication of the fundamentalists on the left (as exemplified by the temporary government of Ontario) and of the fundamentalists of the right that no one can be trusted and that Big Brother must therefore engineer common decency.

Montgomery believes "academics do not have the right, for example, to call for or to justify homicide, genocide, deceit for personal gain or human exploitation" — recall that he accused Berton of including "unspecified generalities." How about nonacademics? What about governments? Who does he propose to judge, for example, what should be considered as human exploitation? Himself? Has he heard of Jim Bakker (please note the spelling), Hitler, Galileo or the Flat Earth Society?

I understand Berton's article to be an expression of concern for academic freedom. I understand Professor Marlin's letter to be critical of Berton's article; hence my description of Marlin's letter. I cannot comment on Yaqzan's article since I haven't read it.

Professor Marlin states that his letter mainly concerns "Berton's misinterpretation of the import of Martin Yaqzan's article." Surely its import is debatable. Berton's intentions seemed both clear and laudable to me. Berton illustrated his concern for academic freedom with three examples: the Yaqzan article, the Ubyesey case and the Rushton case. Professors M and M commented only on the Yaqzan article.

Apparently I have misunderstood Marlin as both he and Montgomery, it seems to me, have misunderstood Berton. We have all exaggerated and thereby, hopefully, have helped to stimulate thought on some important issues. In particular, my criticism of Marlin's logic lacks justification and I would like to hereby publicly apologize to him on that count.

Concerning Montgomery's questions, I must confess my ignorance. Does he give the answers in his lectures? Do such things appear as multiple choice questions on his exams? I suspect that your readers would be interested in Montgomery's revelations of the truth. It appears that "Berton's column makes discussion about limits of academic freedom more difficult" for Montgomery but his rising to the occasion brings considerable amusement to some of your readers.

John A. Baker
Pure Math
University of Waterloo

* * * * *

The letters in the February 1994 edition responding to Pierre Berton's reprinted column on the Yaqzan affair serve to underscore Mr. Berton's concerns about free speech in Canadian universities. One writer, Prof. Marlin suggests that Yaqzan's views will corrupt young campus males and even tells us how these pliant simpletons will think after reading the offending letter. After Marlin finished informing us on acceptable male-female interactions I began to wonder if he has written a manual on sexual etiquette. In contrast, Prof. Montgomery argues that Yaqzan's letter should be the focus of a great debate (didn't Mr. Berton used to chair these?). In outlining the potential of such a clash, Montgomery manages to give us his view and not only make it clear that he is on the side of correctness, but that Yaqzan's comments "serve to destroy civilized life."

I have some questions. Is there any evidence that anyone took Yaqzan's remarks seriously? Are university students and other readers of campus news so easily aroused to destroy our civilization? Regardless of the merits of a debate on the use of the terms "boys and girls," does Yaqzan deserve to lose his job? Incidentally, wasn't it odd that the campus newspaper and its editors were not sacked as well?

It seems to me that despite their claims that they are clarifying issues and inviting debate, Marlin and Montgomery simply want censure. Why else would Montgomery try to link Yaqzan and Berton to homicide, exploitation and even calumny. Marlin makes it clear that one must not send wrong messages (i.e. not unless they are his messages presumably).

Berton did not miss the point and his point was reinforced by the sanctimonious responses of your two readers. It is that we have become increasingly intolerant of dissenting views. By themselves, Yaqzan's views are a trivial issue and certainly are not worth a national debate. What might be worth debate would be the harsh response to Yaqzan by university administrators and faculty, the media and anyone else who could get a boot in. The central issue is precisely that articulated by Berton: are we still encouraged and allowed to contradict and offend current dogma or must we always be able to show how our views and those accepted by society are a seamless match?

So far your readers favour tyranny but they should recall, to paraphrase G.B. Shaw, today's gospel was yesterday's sacrifice.

R. J. Brooks
Zoology
University of Guelph

TRIBUNE LIBRE / COMMENTARY

Commentary on the Report of the 5th Canadian Conference of Women in Engineering, Science and Technology, York University, August 1992

Le rapport de la 5^e conférence des femmes en ingénierie soutient que les femmes sont sous-représentées en sciences en raison d'une discrimination systémique et flagrante. Le présent commentaire laisse plutôt entendre que cette sous-représentation est tributaire de facteurs importants qui amènent les femmes à faire des choix. Ces facteurs sont des différences réelles d'habileté entre les sexes, en moyenne, dans les spécialités, différences qui influencent les exigences en sciences et en mathématiques, la préférence intrinsèque des femmes pour les postes à caractère humain plutôt qu'axés sur les objets et un engagement plus grand des femmes envers les préoccupations familiales.

Doreen Kimura

The basic assumptions underlying this report are that there are fewer women in science largely because of a) both systemic and overt discrimination, and b) the lack of appropriate (read "female") mentors. The proposed remedies stress selective support and encouragement for women, in the form of reader access to training, jobs and scholarships.

The report does contain some recommendations which most people would support, notably those dealing with the promotion of science education in general, regardless of the sex of the individual, but many other recommendations do not follow from existing evidence, or are logically flawed. Still others have little to do with science in particular, but are aimed at general concerns, e.g., the juggling of family obligations and career responsibilities.

While few would be rash enough to claim that there is no deliberate discrimination against women in any field of science, I must say that within the limits of my experience in universities, with biologically-oriented science and social-science departments, I have seen little or no evidence for it. This is not to say that individual women have not occasionally been made uncomfortable either by conversation or social barriers in a male-dominated group, but there are many men who could claim similar discomfort. The question is whether these are really critical factors in keeping women out of science, or whether other self-selection factors, such as ability, interest, or commitment are the primary source. There is implicit recognition of such factors in this report in that women are said generally to regard math and science as "too hard-edged, too complex, not people-oriented" (p. 6). The presumption is that this attitude is instilled by society.

The report begins (p.4) with a general statement that students regard science as more hostile and difficult than other subjects. It is said to flourish eventually only at the university level, but in "as hostile a setting as possible for many female students." This puzzling claim is neither elaborated nor justified. The further affirmation that society sees little value in the study of science is equally unsubstantiated, and it contradicts an earlier claim that society over-values male activities. Moreover, so far from producing evi-

dence that women's presumed aversion to science is substantially generated by men, the report suggests that this attitude is instilled early, by female elementary-school teachers, who have little background in science and technology, and are afraid to teach it. Thus, "men should be encouraged to apply for teaching positions at the elementary level" (p.5)!

One recommendation seems particularly self-defeating, that of encouraging the "enrollment of women in math and science backgrounds through affirmative action program." This repeatedly emphasizes the necessity for incentives to women, financial and otherwise, which by implication would exclude better-qualified and more interested men. Yet if by current self-selection methods we already have women unwilling or unable to teach or engage in science, how can lowering the standards for admission of women improve their ability to teach the sciences? This is quite apart from the consequent lowering of morale for men, and the lowered status of women so preferred.

Other claims and recommendations are equally fallacious. Thus, it is suggested that the media should show a greater number of women as role models in science (even if this is false advertising?). There is the ridiculous insistence that the demand for technical and scientific personnel in Canada cannot be satisfied if the current under-representation of women in these fields continues (tell that to the man who lost out in a job application to a less-qualified woman); ridiculous because of course most men are not in science fields either. And we have the pronouncement that a feeling of isolation is a significant factor in women dropping out of science-based programs, and so on.

The faculties of Engineering come in for severest criticism, in terms of a hostile environment (and some of this may be justified). However, the possibility that women do not take as readily to engineering subjects, regardless of these factors is not even considered. Thus it is reported that the proportion of women in engineering schools is "levelling out at about 15 per cent in many countries," whereas no mention is made of the fact that about half the students in medicine are women. Can this contrast really be due primarily to the scurrilous behaviour

of engineers, or are there other explanations (see below)?

One of the more mystifying recommendations is that government should promote "the interests of minority and immigrant women" (p.13). No logical connection between this recommendation and the status of qualified women in the sciences is given. Similarly, government should "present the hiring of minority and immigrant women as an economic benefit for the country" (even if untrue?). The average Canadian would have difficulty seeing the benefit in the context of science and technology requirements.

Finally, several recommendations are outright offensive to many women who do not see themselves as victims. Thus it is recommended that women "must find allies within the work force by networking" and "establishing a mentoring relationship." Government should "encourage, support and protect women." Those of us who believed that the feminist movement might eventually achieve equality (not synonymity) with men, must feel outrage at the repeated and patronizing calls for special support of women apparent in this document. Equally offensive are proposals that employers should encourage employees to lead "a balanced career/family life," and that women should involve both men and women in such a campaign. Such intrusiveness is not only inappropriate, but what evidence we have suggests that it is the individual who does not lead such a balanced life who makes the substantial contributions in science, as in many other fields.

If, as I believe, women are not being kept out of the sciences primarily by societal attitudes or outright discrimination, what is the explanation? There are good reasons for believing that significant factors include: a) actual intrinsic ability differences between the sexes in areas which impinge on science and math requirements b) women's native preference for people-oriented as compared to object-oriented occupations c) the greater commitment by women to family concerns, which takes away from time devoted to jobs. The latter holds for all fields, but it may be that the sciences, which are usually laboratory-based, put greater constraints on the ability to work at home than is true for other fields. While every individual has the right to establish his or her priorities, the relative rewards must obviously also follow.

A recent study on sex differences in mental rotation ability (Masters & Sanders, 1993) suggested that in fields like drafting, architecture and engineering, such differences might predict that the proportion of women who would qualify for admission would be less than half the number of men. The well-established sex difference in math reasoning is especially marked at the upper end of the

scoring range, and moreover, even those young women who do very well on math tests show preferences for more person-oriented activities (Lubinski & Benbow, 1992), and these are not easily explained by socialization factors in their study.

A 1991 NSF report in the U.S. on the employment of PhD-level scientists in various fields found that the proportion of women hovered around 5-10 per cent in the physical and math sciences, but was much higher in biological sciences (where math ability is less critical for many fields). If one wanted to interpret this as a sign of white male-dominated discrimination, as some have done (see Brush, 1991), one has to contend with the fact that Asians were vastly over-represented, in terms of their numbers, in all sciences, but particularly the physical sciences. The more reasonable interpretation is that individuals with greater math ability (and Asians score higher on math aptitudes test, on average) are more likely to be in those sciences most demanding of such ability.

Is there anything in this report worth salvaging? As intimated at the beginning, the report does point up the paucity of support for science teaching at the elementary school level, and the need for science to be made more accessible in terms of everyday life, at all levels of education. It suggests that all applicants for Teachers' colleges be required to have some math and science prerequisites, a position which many would support. Once can hardly be considered educated in these technologically advanced times, without some background in science. The recommendation that the teaching of science should be improved is a good one, though how to achieve this is unclear. Most of us will remember our High School science courses as dull reiterations of previously executed experiments, instead of the courses in discovery that they could have been.

We would probably all agree that stereotyping is not a productive process in any field, and that young women should certainly be encouraged to keep their options open to science careers, as should young men. Any non-discriminatory methods which will achieve this are welcome, but to channel such endeavours exclusively toward women will not achieve equity in the real sense of that word, nor will it promote the aim of scientific literacy.

(Doreen Kimura is a professor in the Psychology Department, University of Western Ontario, and a fellow of the Royal Society of Canada. She does research on the biological basis of human intellectual function.)

(Les articles reflètent l'opinion de leurs auteurs uniquement. The views expressed are solely those of the author and not of CAUT.)

Tribune libre/Commentary

CAUT welcomes articles to a maximum of 1,500 words on contemporary issues directly related to postsecondary education. Publication is solely at the discretion of CAUT. Articles should not deal with personal grievance cases nor with purely local issues. They should not be libellous or defamatory, abusive of individuals or groups, and should not make unsubstantiated allegations. Articles may be in English or French but will not be translated. Authors should supply a 150 word summary, for the purposes of translation into the other official language. No pen names. CAUT hopes to publish one such article per issue but this depends on the quality and quantity of submissions. Please submit by E-mail (CAUT@Carleton.ca) or by diskette (word perfect 5.1).

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BOOKSHELF / LE COIN DES LIVRES

Catholic Higher Education, Theology and Academic Freedom

by Charles E. Curran
University of Notre Dame Press, 1990

This book tells the story of academic freedom in the U.S., highlighting Catholic universities and Curran's own trials as a dissenting theology professor. It is part of a larger picture of ideological constraints on academic freedom in the 20th century. Nietzsche said, "the very word 'Christianity' is a misunderstanding — the truth is there was only one Christian and he died on the cross ... from that moment on, all is lies." Nietzsche omits crucial steps: first is the prophet and his teaching (the gospels), then an ideological movement or "ism" (Christianity, the ultimate in vicarious liability), then its politicization (Catholicism, the ultimate in authoritarianism — papal infallibility) and finally its execution into a *creed-state* (Christendom). Jesus was not a Christian, nor a Jesuit nor Catholic nor an apologist for Christendom. Compare Marx, Marxism (the ultimate in affirmative action), the Communist Party and the USSR. Distortion multiplies as we move from ideology to reality. Compare de Beauvoir, feminism, women's lobby groups and harassment codes.

Communism and other political movements are often construed as religion because once a Party adopts a creed as its foundation, airs of infallibility drift in. The extended analogy is that rule of the Communist Party, or any creed party, is like theocracy: theocracies as well as secular "ideocracies" are creed-states. Curran tells us, "only since 1965 (with the Vatican Council II) did the Catholic church accept the state as an autonomous and independent reality that did not directly and immediately serve the church." The first commandment of creed-states is *thou shalt have zero tolerance for other creeds*; thus creed-states impose state creeds. This is extended to the arts (socialist realism), humanities (revisionist history without freedom of revisionaries) and even science (utility is a test for true theories, but not utility for incumbent politicians).

However, Josef Skvorecky argues, anecdotally, that those who were Communists were Nazi's were Catholics. The particular ideology is practically irrelevant: those who would be politically powerful will believe, in the manner of Pascal's wager, whatever it

takes. Profession of belief is paying party dues, an indicator of willingness to play ball. The real culprit is fossilization of official status. Compare C.S. Peirce — the quintessential antifoundationalist and fallibilist: "It is astonishing how many abominable scoundrels there are among sincerely moral people. The difficulty is that morality chokes its own stream ... Moral ideas must be a rising tide, or with the ebb, foulness will be cast up." Being "in" with the "in" party makes vice invisible; being out is proof of evil or insanity.

Curran is offended that Catholic University denied him the freedom to profess in opposition to Catholic dogma. This generates a mixed response: nausea, naturally, but also wonder that he expected otherwise. The *raison d'être* of the Catholic church is theocracy and the propagation of the faith. The denial of freedom of religion is as old as the Decalogue: Thou shalt have no other Gods (God-conceptions) before you. Education in religious schools is continuation of Sunday school. For fallibilists, the question is the very possibility of creed-education as opposed to indoctrination. Is not creed-education merely a means to theocracy or some other ideocracy? If, today, creed-educators acknowledge freedom of religion don't they nevertheless teach that other religions are inferior, if not contemptible? If they ascended into political power wouldn't they all immediately impose the first commandment? Isn't most of the warfare today still religiously connected? Curran does not answer all these questions. But even if we find him swimming in an ebb tide, the book does more than a little good.

Academic freedom in the U.S. goes back to the inauguration of AAUP in 1915; that statement of principle was revised in 1940 and 1958. Curran calls it "procedural [if freedom is a creed, it is a meta-creed, as is logic and the scientific method], pragmatic [justified as means to the public good — construed in an enlightened way], prudent [good for the institutions, especially in light of its endorsement by public funding agencies] and partial [obvious limits are well understood]."

Academic freedom extends to individual professors the right to determine research programs and course content, within broad limits. University boards, whether agents of the government, religious parties or other groups, have corresponding duties of tolerance. Academic freedom, and freedom of the press, are species of the genus, freedom of speech; they apply to select groups, journalists and the professoriate — presumably those who have achieved expertise and credentials in recognized ways and who accept as conditions of employment the disciplined pursuit of and dissemination of reasonable belief. Like freedom from government interference in general, the value of academic freedom presupposes the pursuit of other values by qualified, disciplined, individuals. Thus, it is the right of the competent not to be interfered with by the incompetent. It also recognizes fallibilism and that different opinions among experts may be equally respectable. So put, it is essentially procedural: the administrations of institutions of teaching and research shall respect those who have been accredited the very processes they administer.

To ensure violations of academic freedom are not camouflaged by nonrenewal of contracts instead of termination, tenure, employment without definite term is an essential corollary. Tenure is radically misunderstood as a peerage system. In reality it is the common law practice of placing the onus of proof for rightful dismissal on grounds of incompetence or malpractice on the employer, after a period of probation. In most employment situations, the probationary period is less than a year, but in universities it usually runs to five years. This additional period of accreditation is longer than most professions: one year or less of articling for a lawyer, three years of internship for a physician. In addition, universities typically have procedures for peer input, for hiring and promoting; again, to ensure these decisions are made by the competent. (This is the main trouble with "voucher" systems whereby the students choose their own professors.)

Unlike creed-traditions, the academy, whether in the arts, humanities or sciences, looks for perfection in a future state of scholarship not the past. Goaded by a motive no more honourable than the need to publish and teach original material, academics are, by terms of employment, antifoundational, fallibilists. Academic freedom is not simply analogous to a market economy, providing better ideas at cheaper prices, through competition; any market can be monopolized and ideological monopoly is the tyranny of orthodoxy.

Academic freedom is due process, and often accords minority rights; its purpose is to countervail against the forces of majorities and of orthodoxy, preventing creed states. It is part of the political system of checks and balances, like the separation of executive, legislative and judiciary, like the separation of church and state. Tenure is to academics what it is to judges: both the judicial process and the search for better beliefs should be kept free of political interference, even if it captures the majority will. Unlike the judiciary, academics are not gagged.

The Association of American Colleges at first rejected the 1915 version but finally accepted it in 1925, as has almost the entire academic community. "The strongest negative criticism of the principles and policies of academic freedom ... has come from more radical and Marxist scholars:" due process has been biased against the less conservative; AAUP was cowardly during the McCarthy witch hunts. But the 1940 version had this caveat: "limitations on academic freedom because of religious or other aims must be clearly spelled out at the time of the contract."

Even so, Catholic universities opposed the practice until the late 1960's. Opposition went back to 1899 when "Pope Leo XIII condemned the heresy of Americanism," and took the following forms. 1. The jurisdiction argument: education is the province of the family, the church has authority over the family, therefore over education. (The secularization of family law is almost as astoundingly late as that of women's suffrage.) 2. (a version of 1) universities were an extension of the pastoral work of the church and its content subordinated to "faith and moral formation." 3. Ad Hominem: Secularism is morally aimless. (In truth, secularism is a mere corollary of freedom of religion; it is the absence of theocracy — no religious principles are to be recognized as reasons for public policy, unless there are nonreligious reasons for them.) 4. The pay the piper argument: employers have the right to set the criteria of employment and thus to require religious commitment. 5. The real education argument: Catholic universities focus not on collection of facts, but on contemplation of God, "the perfect truth which is absolute, eternal and above all satisfying for the human mind." 6. The logical extreme argument: "Academic freedom is really license run wild ... the heritage of the race ... is too precious to be bartered away for the dubious blessing of permitting every crackpot teacher to have his say *ad libitum*." 7. The real freedom argument: "academic freedom is the freedom to teach what is true ... when it comes to defining what is true, Catholic education seeks the guidance of the supernatural revelation that has come to us from God through Jesus Christ and is interpreted by the Church." 8. The ad vericundiam: Only an "authorized ecclesiastical superior can judge on these matters." 9. The commie menace: If freedom, then communists will be allowed to teach.

Curran does not defend these arguments. But, as an insider, he takes them seriously. However, he also takes seriously the counter argument that since a university is an institution for the free pursuit and exchange of ideas a Catholic university and by implication any *creed-university* is a contradiction in terms.

Curran argues that despite Christendom, individual churches enjoyed much local autonomy from the middle ages until the 20th century. Then, due to modern transportation and communication, centralization set in, until the second Vatican Council identified the need for a changing church in light of historical consciousness.

The 60's brought a host of academic freedom complaints against Catholic universities. AAUP censured, mediated settlements and recommended proper procedures. By the end of the decade the tide turned, led by Father Hesburgh of Notre Dame. In 1970 he was awarded the Alexander Meiklejohn Award by AAUP.

Nevertheless, opposition remained, especially to Curran's "creative fidelity" in "moral theology." [Every generation must decide what a perfectly wise and well intentioned being would prefer; otherwise we rely on the foundational visions of perfection of primitive people.]

In 1987 Curran was suspended from the Catholic University of America because of his dissension to church policy on sexual ethics and other matters. In 1989 the Superior Court of the District of Columbia found that CUA had the right to do away with his tenured position. It is not merely a Catholic embarrassment.

(Review by Michael Kubara — department of philosophy, University of Lethbridge.)

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COMPUTER SCIENCE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND - Department of Computer Science. Applications and nominations are invited for the position of Head of the Department of Computer Science. The Department has a current complement of 16 staff members, and offers undergraduate and graduate programs at the M.Sc. level. The Department is a research area covers many aspects of theoretical and applied computer science. The Department provides a M.Sc. software engineering program supported by a network of workstations and facilities. The Department provides access to other university computing facilities and off-campus systems. The Department is a member of the Memorial University, with a student population of about 18,000, is located in historic St. John's, one of the oldest provincial capitals, with a population of over 150,000. The city is a moderate climate and offers numerous outdoor activities and high quality of life.

the year. Applicants should have demonstrated excellence in research and teaching in Computer Science, and be able to give lectures and seminars at the graduate level appropriate to the post. The appointment is to be effective 1 September 1994, is normally made at the level of Professor. It is initially for a term of three years, and is renewable. The application should include (including a letter from the nominee agreeing to the nomination) should be submitted with a resume and the names of three referees by 15 May 1994 to: Dr. Robert McCourt, Chair, Department of Computer Science, Memorial University of Newfoundland, St. John's, NL, Canada A1B 3X5; Fax (709) 737-8851; Email: gordon@newfoundland.ns.ca. The Department of Computer Science requires that successful candidates must meet the requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Memorial University is committed to employment equity.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND - Department of Computer Science. Applications and nominations are invited for the position of Professor (tenure-track position). Two candidates should have a PhD in computer science or a related discipline and a strong commitment to research and teaching. Candidates should have a strong theory of programming languages, software engineering, computer graphics, and computer simulations and teaching. Computer science is particularly invited to apply 3. Undergraduate and graduate level supervision of M.Sc. and Ph.D. students, and active research. 4. Salary commensurate with experience and qualifications. 5. Applications, along with names, e-mail and regular addresses, must include a curriculum vitae, a list of publications, a summary of research interests, an outline of proposed research, and the names and addresses of at least three references. The application should be sent to Professor F.R. McCourt, Chair, Department of Chemistry, University of Waterloo, Waterloo, Ontario, N2L 3G1. The deadline for application is May 31, 1994. This appointment is initially for a three-year term, and may be renewable, and is subject to the availability of funds.

THE UNIVERSITY OF OTTAWA - The Department of Computer Science. Applications and nominations are invited for the position of Assistant Professor (tenure-track position). A PhD in Computer Science or closely related discipline is required, along with strong potential in research and teaching. Preference will be given to candidates in the area of telecommunications systems and software engineering. Candidates should have a strong background in French, or English, or both. The Department offers Bachelor, Master, and PhD degrees. The Department is well equipped with state-of-the-art research groups in algorithms and complexity, artificial intelligence, simulation, and computer engineering. The Department is directed to Canadian citizens and permanent residents. To apply, send a curriculum vitae, a list of publications, a summary of research interests, an outline of proposed research, and the names and addresses of three references to Luigi Loggiro, Chair, Department of Computer Science, University of Ottawa, Ottawa, K1N 6N5.

UNIVERSITY OF OTTAWA - The Department of Informatics. The Department of Informatics, recruited presently from the professoriate for the position of Associate Professor (tenure-track position) in the area of Informatics (de préférence avec un excellent potentiel dans le domaine de la recherche en intelligence artificielle et/ou en informatique). Le candidat doit posséder une maîtrise excellente de l'enseignement. La préférence sera accordée aux candidats ayant des domaines de systèmes de télécommunications et/ou de systèmes d'information. Les candidats sont priés de mentionner s'ils sont prêts à enseigner en anglais, en français ou dans une combinaison des deux. Les programmes en informatique aux niveaux de baccalauréat, maîtrise et doctorat. Il y a des groupes de recherche bien établis dans les domaines des systèmes d'information, de la logique, intelligence artificielle, simulation, génie du logiciel, télécommunications. Conformément aux exigences prescrites

en matière d'immigration au Canada, cet avis est destiné aux citoyens canadiens et aux résidents permanents. Envoyez votre curriculum vitae (avec les noms et adresses des trois références) à: Luigi Loggiro, Directeur, Département d'Informatic, Université d'Ottawa, Ottawa, Ontario, K1N 6N5.

DENTISTRY

UNIVERSITY OF SASKATCHEWAN - College of Dentistry. Full-time, tenure-track position at the rank of Assistant Professor, available in Periodics, effective as of July 1, 1994. Duties will include teaching of undergraduate students, research, and clinical supervision of residents, and postgraduate qualifications in Periodics. The position is subject to budget approval. This position has been created for advertising at the two-tier level. Accordingly, applications are invited from qualified individuals regardless of their current rank. Send applications, including curriculum vitae and the names and addresses of three referees, to: Dr. J. J. Smith, Chair, College of Dentistry, University of Saskatchewan, College of Dentistry, Saskatoon, Saskatchewan S7N 0W0. The University of Saskatchewan is committed to the principles of Employment Equity.

DIDACTIQUE

UNIVERSITÉ DE MONTRÉAL - Faculté des sciences de l'éducation. Département de didactique de la Faculté des sciences de l'éducation de l'Université de Montréal recherche deux professeurs ou professeurs, l'un spécialiste en didactique des mathématiques et l'autre avec un intérêt pour les sciences naturelles au primaire, l'autre spécialiste en didactique des langues secondes (idéalement français, anglais, espagnol, allemand, portugais, etc.). Fonctions: enseignement du domaine aux trois cycles; encadrement d'étudiants; inscription aux études supérieures dans le domaine; élaboration et conduite de recherches dans le domaine; supervision de la recherche (en voie de l'être) dans le domaine ou d'autres domaines connexes; capacité d'assumer des enseignements universitaires d'entreprendre un programme de recherche dans le domaine, expérimental ou auprès des étudiants. Traitement: selon la convention collective. Date d'entrée en fonction: été 1994. Les personnes intéressées doivent envoyer leur curriculum vitae, une lettre du Président leur indiquant leur intérêt et leur compétence dans le domaine, et leur lettre de recommandation avant le 1er mai 1994 à M. Gilles, Directeur, Département de didactique des sciences de l'éducation, Université de Montréal, 3150, Avenue du Parc, Montréal (Québec) H3C 3J7. Conformément aux exigences prescrites en matière d'immigration au Canada, cette annonce est destinée aux citoyens canadiens et aux résidents permanents. L'Université soumet un programme d'accès à l'égalité en emploi pour les femmes et les hommes.

EDUCATION

CONCORDIA UNIVERSITY - Assistant Professor, Adult Education. The Education Department of Concordia University invites applications for an limited term position in the area of Adult Education. This position may be at the Assistant level. Hiring is subject to final budgetary approval and to an anticipated vacancy appointment will be effective August 15, 1994. The area of research and teaching is to be in the area of First Nations (including Métis) and adult education programs. An undergraduate minor or certificate in adult education and/or a master's degree may not lead to provincial teacher certification, and a Master of Arts in Education is required for a concentration in Adult Education. The programs are generalist in nature, and are designed to provide a broad area of special interest. It is also an interdisciplinary position, and is responsive to a wide spectrum of student interests. The program currently is expanding its use of distance education

as a means of meeting the needs of students in the area of greater mobility. In general, teaching in the program is done outside traditional day time hours. The successful candidate should have a PhD relevant to the field of adult education. The candidate should also show an interest in working collaboratively across program areas within the Department. The successful candidate should be prepared to assume roles in teaching at undergraduate and/or graduate levels, undertaking some administrative tasks, and in supervising interns and/or graduate students. The successful candidate will have a record of scholarly achievement, or if junior, will demonstrate the potential to establish and maintain an appropriate scholarly agenda. In accordance with the University's requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University is committed to employment equity and encourages applications from women, aboriginal people, visible minorities and persons with disabilities. Interested applicants, prior to April 30, 1994, should forward a letter of application outlining teaching and research interests, a current curriculum vitae indicating appropriate education and relevant experience, and the names of at least three referees to: Riva Hild, Director, Education Department, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec H3G 1M6.

UNIVERSITY OF SASKATCHEWAN - The College of Education. University of Saskatchewan is seeking applications for several College supervisor positions in the area of academic year. The successful candidate will be assigned to supervise interns placed in schools throughout the province and to act as a supervisor for interns and their cooperating teachers. Candidates must have the following minimum qualifications: a full K-12 teaching experience and eligibility for a Saskatchewan teaching certificate, at least an M.Ed. degree or equivalent or a B.Ed. degree with extensive experience in supervising student teachers. The successful candidate will be expected to work with teachers, student teachers and interns, willingness and ability to travel to and supervise student teachers during the week. Salary and rank will be commensurate with qualifications and experience and may be subject to budgetary approval. Candidates should send applications, including curriculum vitae and the names of three referees to: Dr. Ralph D. Fram, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0. Applications for applications in April 30, 1994. The University of Saskatchewan is committed to the principles of Employment Equity.

THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS. Applications and nominations are invited for the position of Assistant Professor (tenure-track and (b) one twelve month position in the department's Indian and Inuit Studies program. Candidates are subject to final budgetary approval. Rank and salary depend on qualifications and experience.

UNIVERSITY OF SASKATCHEWAN - The Department of Educational Foundations. Applications and nominations are invited for the position of Assistant Professor (tenure-track and (b) one twelve month position in the department's Indian and Inuit Studies program. Candidates are subject to final budgetary approval. Rank and salary depend on qualifications and experience. The successful candidate will be expected to work with teachers, student teachers and interns, willingness and ability to travel to and supervise student teachers during the week. Salary and rank will be commensurate with qualifications and experience and may be subject to budgetary approval. Candidates should send applications, including curriculum vitae and the names of three referees to: Dr. Ralph D. Fram, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0. Applications for applications in April 30, 1994. The University of Saskatchewan is committed to the principles of Employment Equity.

effective university-industry liaison in technical areas. However, in an engineering environment, an eligibility for registration as a Professional Engineer is required. Applicants for this Chair should have an M.Sc. or Ph.D. in a related field and show an interest in working collaboratively across program areas within the Department. The successful candidate should be prepared to assume roles in teaching at undergraduate and/or graduate levels, undertaking some administrative tasks, and in supervising interns and/or graduate students. The successful candidate will have a record of scholarly achievement, or if junior, will demonstrate the potential to establish and maintain an appropriate scholarly agenda. In accordance with the University's requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University is committed to employment equity and encourages applications from women, aboriginal people, visible minorities and persons with disabilities. Interested applicants, prior to April 30, 1994, should forward a letter of application outlining teaching and research interests, a current curriculum vitae indicating appropriate education and relevant experience, and the names of at least three referees to: Riva Hild, Director, Education Department, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec H3G 1M6.

THE UNIVERSITY OF CALGARY - Department of Civil Engineering. The University of Calgary is seeking applications for an Assistant Professor in the Department of Civil Engineering, effective July 1, 1994 or as soon as possible thereafter. The successful candidate will participate in achieving the Vision of Project Management. The successful candidate will be expected to work with teachers, student teachers and interns, willingness and ability to travel to and supervise student teachers during the week. Salary and rank will be commensurate with qualifications and experience and may be subject to budgetary approval. Candidates should send applications, including curriculum vitae and the names of three referees to: Dr. Ralph D. Fram, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0. Applications for applications in April 30, 1994. The University of Saskatchewan is committed to the principles of Employment Equity.

UNIVERSITY OF ALBERTA - The Position. As a result of the endowment of the D. V. Carry Chair in Steel Structures, the Department of Civil Engineering is pleased to announce the availability of a position in the Steel Structures Division. Applications are invited for a tenure-track faculty position in the Assistant Professor rank, commencing July 1, 1994 or earlier. The successful candidate will be expected to conduct research in the field of steel structures, teach graduate students in his/her fields of interest, teach postgraduate and undergraduate students, and assist in the teaching of other engineering courses at the undergraduate level. The University of Alberta, founded in 1908, is one of the largest universities in Canada with over 20,000 undergraduate and 4,000 graduate students. The Structural Engineering program has over 20 years of experience and seven full-time faculty members. The holder of the Carry Chair is Dr. G.L. Gird. The University of Alberta is the heart of Edmonton on the banks of the North Saskatchewan River. Edmonton has a population of 600,000 people, and offers a diverse array of cultural and sporting activities year-round. The city is one of the lowest costs of living in Canada. Application Procedure: In accordance with the University's requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University is committed to employment equity and encourages applications from women, aboriginal people, visible minorities and persons with disabilities. Interested applicants, prior to April 30, 1994, should forward a letter of application outlining teaching and research interests, a current curriculum vitae indicating appropriate education and relevant experience, and the names of at least three referees to: Dr. Daniel W. Smith, Chair, Department of Civil Engineering, University of Alberta, Edmonton, Alberta T6G 2G1. Telephone: (403) 492-4136. Fax: (403) 492-0249. Application deadline: April 30, 1994. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal people, disabled persons, members of visible minorities, and persons with disabilities.

UNIVERSITY OF WATERLOO - The Department of Electrical and Computer Engineering. The University of Waterloo is seeking candidates for appointment to a tenure track faculty position in the area of Computer Engineering. The successful candidate will be expected to conduct research in the field of computer engineering, teach graduate students in his/her fields of interest, teach postgraduate and undergraduate students, and assist in the teaching of other engineering courses at the undergraduate level. The University of Waterloo, founded in 1927, is one of the largest universities in Canada with over 20,000 undergraduate and 4,000 graduate students. The Structural Engineering program has over 20 years of experience and seven full-time faculty members. The holder of the Carry Chair is Dr. G.L. Gird. The University of Waterloo is the heart of Waterloo on the banks of the North Saskatchewan River. Waterloo has a population of 600,000 people, and offers a diverse array of cultural and sporting activities year-round. The city is one of the lowest costs of living in Canada. Application Procedure: In accordance with the University's requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University is committed to employment equity and encourages applications from women, aboriginal people, visible minorities and persons with disabilities. Interested applicants, prior to April 30, 1994, should forward a letter of application outlining teaching and research interests, a current curriculum vitae indicating appropriate education and relevant experience, and the names of at least three referees to: Dr. Daniel W. Smith, Chair, Department of Civil Engineering, University of Alberta, Edmonton, Alberta T6G 2G1. Telephone: (403) 492-4136. Fax: (403) 492-0249. Application deadline: April 30, 1994. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal people, disabled persons, members of visible minorities, and persons with disabilities.

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ENGINEERING

UNIVERSITY OF NEW BRUNSWICK - The Faculty of Engineering at the University of New Brunswick invites applications for the position of Assistant Professor in Technology Management and Entrepreneurship. The appointment will be for a full-time position, commencing July 1, 1994, to fill the needs of the successful candidate. The Chairholder will be expected to provide educational and practical training on technology management to current students in engineering and related fields. The Chairholder will be the operation of the one-term diploma programme in Technology Management and Entrepreneurship. In conjunction with this diploma, the Chair will provide opportunities for educational upgrading of employees from the private sector, and for more



PRESIDENT UNIVERSITY OF PRINCE EDWARD ISLAND

The Presidential Search Committee of the University of Prince Edward Island (U.P.E.I.) invites applications and nominations for the position of President.

U.P.E.I. was founded in 1969. Although U.P.E.I. is a relatively new institution, it has deep roots that can be traced back over 150 years through its predecessors, the Central Academy, Prince of Wales College, St. Andrew's College, and Saint Dunstan's University. U.P.E.I., which is the only university in the province, is located in the provincial capital, Charlottetown. The university has 2691 full-time and 776 part-time students, and approximately 218 faculty and 359 staff. It had an operating budget of \$40 million in 1993-94.

Although modest in size, the university offers a wide range of programs including Arts and Sciences, Education, Music, Engineering, Business Administration, Nursing and Veterinary Medicine. U.P.E.I. is principally an undergraduate teaching institution. Graduate study is offered in the Faculty of Veterinary Medicine.

The President is Vice Chancellor and Chief Executive Officer in the University, and is responsible to the Board of Governors for directing the implementation of the educational policy of the university and its general administration.

Nominations should be accompanied by supporting materials which should include a brief biographical sketch of the person(s) nominated. Applications should include a curriculum vitae and names of three referees. Nominations should be submitted in confidence by May 15, 1994 and applications by June 15, 1994 to:

Dr. P. Smith or Dr. M. Munro, Co-Chairs
Presidential Search Committee
Box 25
University of Prince Edward Island
550 University Avenue
Charlottetown, P.E.I. C1A 4P3

The starting date for this appointment is July 1, 1995. In accordance with Canadian Immigration requirements, this advertisement is directed in first instance to Canadian citizens and permanent residents. The University of Prince Edward Island is committed to the principle of equity in employment.



UNIVERSITY OF WINDSOR FACULTY OF EDUCATION

Applications are invited for (A) one tenure-track appointment in Educational Psychology/Special Education (must be registered or eligible for registration with the College of Psychologists of Ontario); (B) three limited-term positions in (1) Secondary School Science (Physics, Chemistry, General Science); (2) Physical Education (Elementary and Secondary); and (3) Social Studies (Elementary and Secondary). These appointments are subject to budgetary approval.

Applicants should have a doctoral degree or be qualified and prepared to proceed with doctoral studies. In addition, applicants should possess a teaching certificate and have several years of teaching experience. Appointment of those with a doctoral degree would be made at the Assistant Professor level. Those without a doctoral degree would be appointed at the rank of Lecturer. Applications will be accepted until April 30, 1994 or until the positions are filled.

The University of Windsor is committed to employment equity and welcomes applications from Aboriginal Peoples, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian Immigration requirements this advertisement is directed, in the first instance, to Canadian citizens and permanent residents of Canada. Applications, including a curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent to:

Dr. Michael A. Awender
Dean, Faculty of Education
University of Windsor
Windsor, Ontario
N9B 3P4

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facility in French is a strong asset. Conditions of employment are governed by the Concordia University Faculty Association (CUFA) Collective Agreement. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Concordia University is committed to Employment Equity and welcomes applications from women, aboriginal people, visible minorities and persons with disabilities. All things being equal, women candidates should be given priority. Closing Date: May 15, 1994. Salary should be for a full job description and application procedure. Prof. K. Austin, Chair, Department of Zoology, Concordia University, 7141, rue Sherbrooke O, Montreal, QC H3T 1B6.

NATIVE STUDIES

ST. THOMAS UNIVERSITY - Invites nominations and applications for the position of **Native Studies Instructor**. St. Thomas University is a four-year liberal arts institution affiliated with the University of New Brunswick, with whom it shares library and some physical facilities. The University is self-governing and grants its own degrees in Arts, Education, and Social Work, and certificates in Geography and Social Justice, Gerontology, and Social Work. A BA degree with a major in Native Studies has been offered since 1981. The University has an enrollment of approximately 2000 students. The incumbent will be expected to share leadership in the development of the Native Studies program, and to have all responsibilities related to administration of the programme and, to work closely with students and the university and Native communities. In addition to assuming the responsibilities of the position, the successful candidate will teach courses in Native Studies. The Director of Native Studies will be the incumbent's track position at the rank of assistant professor. Candidates should preferably have a PhD, but with the relevant experience (or equivalent) in a discipline appropriate to a liberal arts university, preferably have prior university work experience. The incumbent will be expected to have a working knowledge of one of the native languages (Ojibwa, Cree, Inuktitut, and/or Micmac and Maliseet), and be familiar with the issues of native post-secondary education in Canada. Applicants are asked to submit a curriculum vitae and evidence of teaching effectiveness (letters of reference preferred) and to arrange to have three letters of reference sent directly to Dr. Roger H. Barnaby, Director of Native Studies, St. Thomas University, Fredericton, N.B. E3B 5G3 (Fax: 506-450-9615). Closing date: May 15, 1994. The position is filled. Applicants are responsible for ensuring that their curriculum vitae, letters of reference, and other supporting materials are submitted by this date. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada, however, others are encouraged to apply. St. Thomas University is committed to employment equity for women, native peoples, members of visible minorities, and persons with disabilities.

begin 15 April, 1994. Applications including a resume, a statement of research interests and the names of three referees (with fax and/or telephone numbers, if possible) should be sent to: Dr. S. Pond, Department of Oceanography, University of British Columbia, Vancouver, B.C., Canada V6T 1Z4, fax: 604-822-6091, tel: 604-822-5940.

PATHOLOGY

UNIVERSITY OF BRITISH COLUMBIA - The Department of Pathology and Laboratory Medicine, University of British Columbia, and St. Paul's Hospital invite applications by qualified anatomical pathologists for a **Grant Tenure Track** Assistant Professor position. Preference may be given to those individuals with particular interests in immunopathology, gastrointestinal pathology, or endocrine pathology. The successful applicant must have exceptional anatomical skills, an emerging track record of scholarly accomplishment, a commitment to scholarship, and strong educational abilities for large and small groups. Skills in biotechnological applications to pathological diagnosis are desirable. Responsibilities include surgical pathology, subspecialty anatomic pathology (if appropriate to the applicant's abilities and interests), relations on the autopsy pathology service, clinical and classroom teaching, and scholarship. The position is offered in the context of a progressive, busy, multi-site department in a major tertiary-care teaching hospital (St. Paul's) of the University of British Columbia. The faculty in the Department of Pathology and Laboratory Medicine are committed to excellence in service, education, and investigative domains of the discipline. There is strong inter-site interaction, and a superb residency programme. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadlines for application are May 15, 1994 with a starting date of July 1st, 1994. Interested individuals should send their curriculum vitae, along with the names and addresses of three referees, and a brief statement of one's professional goals to: Bruce McManus, MD, PhD, Professor and Head, Department of Pathology and Laboratory Medicine, University of B.C., 2215 Westbrook Mall, Vancouver, B.C. V6T 2B5.

PEDIATRICS

UNIVERSITY OF BRITISH COLUMBIA - The Department of Pediatrics, University of British Columbia, at B.C.'s Children's

Hospital, is inviting applications for a **Teaching Fellow** commencing July 1, 1994. Duties involve teaching in the undergraduate programs and other educational responsibilities in the Department of Pediatrics. This is a one year appointment based on a 40 hour work week with a commitment to research. Three years of pediatric training is required. Salary will be commensurate with qualifications and experience. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. Please send curriculum vitae to: John Fraser, B.Sc., Department of Pediatrics, B.C.'s Children's Hospital, Room 2012, 4480 Oak Street, Vancouver, B.C. V6H 3V4.

UNIVERSITY OF BRITISH COLUMBIA - Canadian Bacterial Disease Network is a one year renewable research associate position will be available on July 1, 1994 for a PhD level scientist in the Department of Pathology and Microbiology, University of British Columbia, to study the role of glycoproteins in modulating interaction between bacteria and eukaryotic cells. Duties will include conducting daily experiments, supervising a technician and graduate student, preparing manuscripts, and presenting at meetings. The successful candidate must have demonstrated expertise in molecular and cellular biology, particularly with regard to studies on the molecular aspects of bacterial-eukaryotic cell interactions and will have completed at least one postgraduate fellowship. Particular experience in investigation of macrophage phagocytosis, epithelial adhesion and sugar transport is required. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Salary will be commensurate with qualifications and experience. Please send curriculum vitae and names and addresses of three referees by June 1, 1994 to: Dr. David Speert, The Research Centre, 950 West 8th Avenue, Room 304, Vancouver, B.C. V6Z 4A4; Telephone: (604) 875-2438; Fax: (604) 875-2226; E-mail: speert@drch.ubc.ca.

UNIVERSITY OF BRITISH COLUMBIA - The Division of Nephrology, Department of Pediatrics, University of British Columbia at B.C.'s Children's Hospital, Vancouver is seeking a qualified Pediatric Nephrologist at the Assistant Professor level. This is a grant tenure track position. Requirements will include consultative research, teaching and service duties primarily within B.C.'s Children's Hospital. Candidates will be required to devote at

least 50% of their time in establishing a successful laboratory and clinical research program in Pediatric Nephrology, therefore prior training and experience in research methodology is necessary. Candidates should also show evidence of experience in teaching and clinical care. The successful candidate will have completed the specialist training requirements of the Royal College of Physicians in Pediatrics and will be expected to successfully complete the Royal College examinations in Pediatrics and Pediatric Nephrology. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. Anticipated start date is July 1, 1994. Please reply with an up-to-date curriculum vitae before June 1, 1994 to: Dr. Judith G. Hall, Head, Division of Nephrology, B.C.'s Children's Hospital, 4480 Oak Street, Vancouver, B.C., Canada V6H 3V4.

PHARMACEUTICAL SCIENCES

THE UNIVERSITY OF BRITISH COLUMBIA - Faculty of Pharmaceutical Sciences. Applications are invited for a 12-month grant tenure track position in the Department of Clinical Pharmacy in the area of pediatric pharmacy practice. The successful applicant will hold a joint appointment with the University and the pharmacy department of the B.C. Children's Hospital. The initial appointment will be at the rank of Assistant Professor although a higher rank may be considered depending upon experience and qualifications. An option of a non-tenure track period of employment for the first three years of the appointment may be negotiated. Applicants must possess an advanced degree in pharmacy (Pharm.D. preferred), a salary commensurate with qualifications and experience. Please send curriculum vitae and names and addresses of three referees by June 1, 1994 to: Dr. David Speert, The Research Centre, 950 West 8th Avenue, Room 304, Vancouver, B.C. V6Z 4A4; Telephone: (604) 875-2438; Fax: (604) 875-2226; E-mail: speert@drch.ubc.ca.

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least 50% of their time in establishing a successful laboratory and clinical research program in Pediatric Nephrology, therefore prior training and experience in research methodology is necessary. Candidates should also show evidence of experience in teaching and clinical care. The successful candidate will have completed the specialist training requirements of the Royal College of Physicians in Pediatrics and will be expected to successfully complete the Royal College examinations in Pediatrics and Pediatric Nephrology. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. Anticipated start date is July 1, 1994. Please reply with an up-to-date curriculum vitae before June 1, 1994 to: Dr. Judith G. Hall, Head, Division of Nephrology, B.C.'s Children's Hospital, 4480 Oak Street, Vancouver, B.C., Canada V6H 3V4.

THE UNIVERSITY OF BRITISH COLUMBIA - Faculty of Pharmaceutical Sciences. Applications are invited for a grant tenure track position at the level of Assistant/Associate Professor in the Division of Pharmacokinetics and Biopharmaceutics, Faculty of Pharmaceutical Sciences, UBC. Applicants must have a PhD in Pharmacokinetics. The successful candidate is expected to develop an active research program, to teach a required course in pharmacokinetics and to develop a senior level graduate program in pharmacokinetics. Collaboration with local pharmaceutical industry will be encouraged and a cross appointment is possible. Of particular interest are individuals with expertise in topical drug delivery and pharmaceutical development, with an emphasis on dispersed systems. Start Date: 1 September 1994 or as soon thereafter as possible. Salary is commensurate with experience. The position is subject to final budgetary approval. Deadline for Applications: 31 May 1994 or until position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. Application, including a curriculum vitae and names of three referees, should be

in pharmacokinetics. Collaboration with local pharmaceutical industry will be encouraged and a cross appointment is possible. Of particular interest are individuals with expertise in topical drug delivery and pharmaceutical development, with an emphasis on dispersed systems. Start Date: 1 September 1994 or as soon thereafter as possible. Salary is commensurate with experience. The position is subject to final budgetary approval. Deadline for Applications: 31 May 1994 or until position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. Application, including a curriculum vitae and names of three referees, should be



Dalhousie University

NATIVE STUDIES INSTRUCTOR

Applications are invited for a half-time three-year probationary appointment in the **Transition Year Program**. Instructor to teach one course in Native Studies and act as a resource person for Native history and culture, effective August 1, 1994. Qualifications include thorough understanding of Native culture and history, preferably with a Master's degree in an appropriate field, or a Bachelor's degree with several years of related teaching experience. Closing date for applications is April 30, 1994.

Apply to: Director, Transition Year Program
Dalhousie University
1459 Le Marchant Street
Halifax, N.S. B3H 3J5
Fax # 494-2135

Dalhousie is an employment equity/affirmative action employer. The University encourages applications from qualified women, aboriginal peoples, visible minorities and persons with disabilities.

London House



London, England

Convenient spring & summer accommodation in University of Guelph's LONDON HOUSE

• Apartments or Rooms - Minimum 4 nights
• Monthly rates available - \$45.00/person/night
• Newly renovated - Smoke-free environment
• Ideal for business/tourist travellers.

Inquiries: Box 4152 Unit of Guelph, Guelph, Ont. N1G 2W1 519-856-4412 or Fax 519-856-4087

Position Vacancy

School of Science and Technology

Biology (8 month term)

Please Quote Reference #SSTBIOT940204

Applications are invited for a term position teaching Biology, commencing from date of appointment September 1994 to April 1995. This position is subject to budgetary approval.

Duties: Must teach 2 courses in Fall 1994 and 2 courses in Winter 1995. Subject areas to include: (1) 2nd year Invertebrate Zoology; (2) 2nd year Introductory Ecology; (3) 3rd year Marine Ecology; and (4) one of: 4th year Theoretical Ecology, 3rd year Vertebrate Structure and Function, 3rd year Environmental Physiology, or area of expertise. Laboratories expected for all courses except 4th year theoretical ecology; some laboratory assistance available.

Minimum Qualifications: M.Sc. required, Ph.D. preferred. Must have excellent oral and written communication skills.

Qualified candidates should send a letter of curriculum vitae and three letters of reference no later than 20 May 1994 to: Mr. Jack MacLeod, Director, Human Resources, Buildings and Grounds, University College of Cape Breton, P.O. Box 5300, Sydney, N.S. B1P 6L2.

Inquiries to be directed to Dr. Cheryl Bartlett, Co-ordinator, Biology, at (902) 539-5300, ext. 624; Fax (902) 562-0119.

In accordance with Canadian Immigration requirements, priority will be given to citizens and to permanent residents of Canada. UCCB is an equal opportunity employer.

UNIVERSITY COLLEGE OF CAPE BRETON

UNIVERSITÉ D'OTTAWA UNIVERSITY OF OTTAWA

TEACHING POSITION IN TRANSLATION Faculty of Arts: School of Translation and Interpretation

The School invites applications for a full-time replacement position for the academic year 1994-1995, with the rank of Assistant Professor.

1. Field: Translation Studies. Special areas of research: computers and translation, contrastive studies, translation didactics. The successful applicant will be required to teach both graduate and undergraduate courses according to the needs of the School. The School teaches English, French and Spanish translation.

2. Minimum qualifications: Doctorate and publications. Experience in university teaching will be a definite advantage.

3. Additional information: The School is in the process of planning a PhD programme, within the framework of which it expects to be able to offer a tenure-track regular position by July 1995.

4. Salary: In accordance with the collective agreement.

DEADLINE FOR APPLICATIONS: May 15, 1994
STARTING DATE: July 1, 1994

Letters of application, accompanied by an up-to-date CV, copies of principal publications and three letters of reference, should be sent to:

Professor Brian Harris
Director
School of Translation and Interpretation
University of Ottawa
Box 450, Station A
Ottawa ON, K1N 6N5

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Ottawa has an Employment Equity Program and strongly encourages applications from men.

POSTE D'ENSEIGNEMENT EN TRAQUOTON Faculté des arts : École de traduction et d'interprétation

L'École sollicite des candidatures à un poste de professeur(e) remplaçant(e) à plein temps pour une année (1994-1995), au rang d'adjoint(e).

1. Domaine: Traductologie. Domaines de recherche spécialisés : traductique, études contrastives, pédagogie de la traduction.

La personne choisie sera appelée à enseigner au premier et au deuxième cycles, selon les besoins de l'École. L'École enseigne la traduction française, anglaise et espagnole.

2. Critères d'admissibilité : Doctorat et publications. Expérience dans l'enseignement universitaire souhaitable.

3. Renseignements complémentaires : L'École est en train de mettre sur pied un programme de doctorat en traductologie. Elle compte pouvoir en offrir un poste régulier (fournissant à la permanence) pour juillet 1995.

4. Salaire : Selon la convention collective.

Entrée en fonction : le 1er juillet 1994.
Date de clôture : le 15 mai 1994.

Prière d'adresser sa lettre de candidature, son curriculum vitae complet et à jour, un exemplaire de ses principales publications et trois lettres de référence à :

Monsieur Brian Harris, directeur
École de traduction et d'interprétation
C.P. 450, Succursale A
OTTAWA (Ontario)
K1N 6N5

Conformément aux exigences prescrites en matière d'immigration au Canada, ce concours s'adresse aux citoyens canadiens et aux résidents permanents. L'Université a une politique d'équité en matière d'emploi et encourage fortement les hommes à présenter leur candidature.

sent to: Dean John H. McNeill, Faculty of Pharmaceutical Sciences, The University of British Columbia, 2146 East Mall, Vancouver, B.C. V6T 1Z3. Phone: (604)822-2343, FAX: (604)822-3035.

PHARMACOLOGY

THE UNIVERSITY OF BRITISH COLUMBIA - Pharmacology. Assistant Professor, tenure track appointment to begin January 1, 1995. The applicant must have PhD, MD or DVM and postdoctoral experience and is expected to establish independent research and to teach undergraduate and graduate students. Salary will be commensurate with qualifications and experience. Applicants should fax or mail curriculum vitae and names of three referees to: Dr. Casey van Breemen, Head, Department of Pharmacology & Therapeutics, University of British Columbia, 2176 Health Sciences Mall, Vancouver, B.C. V6T 1Z3, fax: (604)822-5012. Closing date for receipt of applications is May 31, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities.

PHILOSOPHY

THE UNIVERSITY OF BRITISH COLUMBIA - The Philosophy Department at the University of British Columbia invites applications for a Sessional Lecturer for

the 1994/95 academic year, the term of appointment is 1 September 1994 to 30 April 1995. PhD or evidence of imminent completion. Area of specialization open, although teaching needs are expected in some or all of introductory philosophy, logic, early modern philosophy, and biomedical ethics. The appointment is subject to budgetary approval. Applicants should send by 30 April, c.v. and two referees' letters to: Dr. Earl Winkler, Department of Philosophy, University of British Columbia, Vancouver, B.C. Canada V6T 1Z1. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

PHYSICS

MCGILL UNIVERSITY. Applications are invited for the position of Research Associate in Electron Microscopy in the Department of Physics at McGill University. The initial appointment is for five years at a starting salary of \$32,000, and is renewable subject to the availability of funds. The candidate should have a PhD in Materials Science, but with a strong physics background, and should have several years experience in transmission electron microscopy. The successful candidate will be expected to participate in the activities of the Center for the Physics of Materials, and also to establish his/her own research program. Applications

(including the names of three referees) should be sent to: Professor J.O. Strom, Department of Physics, Ernest Rutherford Physics Building, McGill University, 3600 University Street, Montreal, Quebec, Canada H3A 2T8. In accordance with the Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment. **BROCK UNIVERSITY.** The Department of Physics at Brock University invites applications for a position at the research associate level in experimental condensed matter physics to commence July 1, 1994. A one year appointment with the possibility of renewal for a second year or beyond. The successful candidate will have a PhD in Physics and be expected to do some teaching (one and-a-half courses), to supervise fourth-year students projects, and to participate in ongoing experimental research in the Department. The Physics Department of Brock specializes in preparation and characterization of materials and in the study of properties of materials and NMR studies of soft condensed matter systems. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications including a curriculum vitae and names and addresses of three referees should be sent to: Dr. F. Pedraza, Department of Physics, Brock University, Kingston, Ont., Canada K7L 5N6. Closing date for applications is April 30, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Brock University is an equal opportunity employer.

er. Smoking at Brock University is strictly controlled. Brock University is committed to a positive Action Plan aimed at reducing gender bias in teaching and research. Women candidates are especially encouraged to apply. Address application to: Prof. S. Choudhury, Department of Physics, Brock University, St. Catharines, Ontario, Canada L2S 3A1 for receipt by May 15, 1994.

PHYSIOLOGY

QUEEN'S UNIVERSITY - Department of Physiology, Postdoctoral Fellow. Applications are invited for the above position. The position is located in the laboratory of Dr. J. G. McDonald, who is investigating the molecular structure-function properties of cloned human cardiac potassium channels. There are further opportunities to become involved with a number of interdisciplinary ion channel projects with active groups in the Departments of Biochemistry and the Cancer Research Laboratories. The successful applicant must have a PhD, M.Q. or equivalent degree with experience in either molecular biology or patch clamp electrophysiology. The position is commensurate with experience. Letters of application together with a curriculum vitae outlining current and long-term research objectives and the names and addresses of three referees should be sent to: Dr. F. Pedraza, Department of Physiology, Brock University, Kingston, Ont., Canada K7L 5N6. Closing date for applications is April 30, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Brock University is an equal opportunity employer.

CANADA NIA SC2. Closing date is November 1, 1994. Earlier applications are encouraged. Positions are subject to budgetary approval. Applicants with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario, comes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal people, and persons with disabilities.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND - Political Science. Subject to budgetary approval, applications are invited for an eight-month teaching term position at the rank of Lecturer, beginning September 1, 1994. Duties will include the teaching of first year introductory courses, as well as advanced undergraduate or graduate courses in Canadian public policy. Preference will be given to candidates who have obtained their PhD and who have prior teaching experience and publications in the above areas. Some experience in comparative public policy (United States and Canada) or Canadian-American relations would also be desirable. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Newfoundland, St. John's, Newfoundland, A1B 3X9. Deadline for receipt of applications is April 30, 1994.

PSYCHIATRY

MCGILL UNIVERSITY - Director of a Centre Program. The McGill Centre for Medicine, Ethics and Law, at McGill University, Montreal, invites applications for a position in the field of psychiatry, ethics and law, beginning in September 1994. Salary and rank will be commensurate with qualifications and experience. The appointee will work in a transdisciplinary academic Centre supported by the Faculties of Medicine, Religious Studies and Law, the Department of Philosophy, and Teaching Hospitals affiliated with McGill University. The person chosen for this position will be appointed for a three-year period: (i) in his or her academic base discipline and/or in the Faculty of Medicine; (ii) as an Associate Member of the Centre for Medicine, Ethics and Law; and (iii) as director of the Centre's new Program in Psychiatry, Ethics and Law. The appointee will be based in the Centre, where he or she will carry an appropriate academic load in research, teaching and administration, and will be expected to develop the new Program in Psychiatry, Ethics and Law in close collaboration with the Director of the Centre. The preferred candidate will have a post-graduate degree in law or medicine, or a PhD in philosophy, or religious studies, and will be recognized as an expert in the area of psychiatry and ethics or psychiatry and law or both of these fields. The person or she must have an excellent research, teaching and publication record, and a willingness and capacity to work in transdisciplinary teams. The appointee will lead and develop a new program, including for the benefit of the Centre as a whole. Responsibilities of the appointee will include both carrying out and supervising research, teaching, consultation in clinical ethics, and involvement in relevant community service. The relative amount of time to be spent on each type of activity will depend on the appointee's background and interests. The appointment will be determined in agreement with the Director of the Centre. The appointee

will, however, be responsible for providing to the equivalent of top day a day, a clinical ethics services in psychiatry in a McGill Teaching Hospital or provides these services. As part of his or her responsibilities and in the hospital setting, the appointee will be expected to provide leadership in the area of psychiatry, ethics and law in particular, to assist in education, policy formulation and ethics consultation within the hospital, and she will serve as a key member of the hospital's ethics committees and will create a structure for ethics consultations. Applicants with a working knowledge of English and French will be preferred. In accordance with Canadian immigration requirements, this advertisement is directed to the first instance to Canadian citizens and permanent residents of Canada. Applicants should send a curriculum vitae and references of recent publications and/or writing and research, and arrange to have three referees' letters of recommendation sent to: Dr. Margaret A. Somerville, Director, McGill Centre for Medicine, Ethics and Law, 3680 Avenue Street, Montreal, Quebec H3A 3W3. The deadline for application is April 30, 1994. If insufficient qualified persons are available by that time, the search will be continued. McGill University is committed to equity in employment. This position transpasse disponible sur demande.

PSYCHOLOGY

MCMASTER UNIVERSITY - The Psychology Department invites applications for a tenure-track position at the assistant or associate level commencing no earlier than July 1, 1994. This position is subject to final approval of the Search Committee. We are seeking someone with an established record of independent research who will provide links between our group in cognitive psychology and other researchers in the department, such as those in memory, perceptual models of dyslexia, the neuropsychology of attention, etc. McMaster University is committed to Employment Equity and encourages applications from all qualified candidates, including persons with disabilities, members of visible minorities and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and landed immigrants in the first instance. To apply, send a CV, short statement of research interests, a publication list with selected reports, and arrange to have three letters of reference sent to: Dr. L.R. Brooks, Chair of the Search Committee, Department of Psychology, McMaster University, Hamilton, Ontario, Canada L8S 4K1.

MCMASTER UNIVERSITY - The Psychology Department seeks a faculty member for a tenure-track position at the senior assistant or associate level commencing no earlier than July 1, 1994, with interest in some aspect of sensation or perception. This position is subject to final budgetary approval. The candidate should have a PhD in psychology and an established record of independent research, which may involve anatomy, physiology, behaviour, or modelling. McMaster University is committed to Employment Equity and encourages applications from all qualified candidates, including persons with disabilities, members of visible minorities and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and landed immigrants in the first instance. To apply, send a CV, short statement of research interests, a publication list with selected reports, and arrange to have three letters of reference sent to: Dr. L.R. Brooks, Chair of the Search Committee, Department of Psychology, McMaster University, Hamilton, Ontario, Canada L8S 4K1.

COUNSELLING PSYCHOLOGIST

— Applications are invited for 2 tenure-track positions at the rank of Assistant Professor in the University Counselling Centre.

— Qualifications: Doctorate in counselling or clinical psychology from a recognized university. Eligibility for listing in the Canadian Register of Health Service Providers in Psychology (CRHSP).

— We are seeking a generalist who can also provide specific expertise in one of several areas such as career planning or health-oriented counselling. In addition to involvement with an innovative interdisciplinary training program and a newly-developed predoctoral internship program, duties will include personal and group counselling responsibilities across a broad spectrum of student concerns.

— Salary levels are competitive and negotiable depending on qualifications and experience in accordance with the MUN/MUNFA collective agreement.

— The appointment is effective September 1, 1994, subject to budgetary approval.

— Applicants should send a letter of application, curriculum vitae, and three letters of reference to:

George Hurley, PhD
Associate Professor & Director
University Counselling Centre
Memorial University of Newfoundland
St. John's, NF
A1C 5S7
Phone: (709) 737-8874 FAX: (709) 737-3011

Closing date for applications: May 31, 1994

— In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Memorial University is committed to employment equity.

— We are seeking a generalist with experience working with survivors of emotional, physical and sexual abuse as well as women's issues. The individual must also have interest and expertise in one of several areas such as career planning or health-oriented counselling. In addition the applicant must be able to provide consultation and outreach programming for residence halls, and supervise interns and other graduate practicum students.

POLITICAL SCIENCE

UNIVERSITY OF WESTERN ONTARIO - Faculty of Social Science, Chaire in Public Policy. As a result of special allocation of funds, the Department of Political Science in the Faculty of Social Science at the University of Western Ontario will have several Visiting Fellowships in Public Policy to fill in 1995-96. These positions are for established current and long-term research. Each fellowship will carry a stipend of at least \$20,000, as well as some support for research. The incumbent will be appointed as a Visiting Professor. Fellows will be expected to undertake a small amount of teaching, to make a presentation to the Faculty, and to contribute to the intellectual life of the Department and the Faculty. The Department is interested in receiving applications from specialists in all areas of public policy, including theory, history, local government, Canadian, comparative, and international, and in any substantive field such as social policy, economic policy, etc. The Department has twenty-five members, many of whom have policy interests. It has a full range of undergraduate and graduate programs, including an MPA in Local Government. It has a large number of other departments in the Faculty, some of which are assured through the Political Economy Research Program. There is an active visiting speakers' program. The Faculty offers excellent research support, which includes the facilities of the Social Science Computing Laboratory. London is a very pleasant city of 300,000 people, 200 kilometers west of Toronto, with excellent public services, moderately priced housing, and a convenient rail and air links to Canada and the U.S.A. Send letter of application, a current curriculum vitae and the names and addresses of three referees to: Public Policy Selection Committee, Department of Political Science, The University of Western Ontario, Social Science Centre, London, Ontario,



OKANAGAN UNIVERSITY COLLEGE

College Professors - English Kelowna and Vernon, British Columbia

Okanagan University College is a comprehensive University College offering vocational, developmental, career and technical programs and university degree programs. It offers programs leading to baccalaureate degrees in Arts and Science in co-operation with the University of British Columbia, and baccalaureate degrees in Education, Nursing, Social Work and Fine Arts in co-operation with the University of Victoria. The University College operates campuses in Kelowna, Vernon, Salmon Arm, and Penticton, with degree completion programs concentrated in Kelowna.

Under the direction of the Dean, Division of Arts, College Professors with the ability to teach first year writing courses, and with a proven record of innovative teaching and scholarly activity are required in the following areas:

1. 16TH CENTURY LITERATURE, INCLUDING SHAKESPEARE
2. 17TH CENTURY LITERATURE
3. 18TH CENTURY LITERATURE
4. CREATIVE WRITING
5. CAREER COMMUNICATIONS FOR DIPLOMA PROGRAM STUDENTS
6. AMERICAN LITERATURE
7. RHETORIC AND ADVANCED COMPOSITION

Inquiries of an academic nature should be directed to Dr. Janet MacArthur, Chair, Department of English.

A doctoral degree or equivalent is preferred in the discipline, although individuals with a Master's degree in the discipline, combined with a strong record of teaching and scholarly activity are encouraged to apply. An interest in interdisciplinary and/or cross-disciplinary studies would be an asset.

These will be temporary or replacement positions effective August 2, 1994 to April 29, 1995. Positions are subject to budgetary approval.

Salary is \$40,730 to \$61,201 per annum, prorated, with placement on the salary scale dependent upon qualifications and experience. Salary and working conditions are governed by the Okanagan University College Faculty Association Collective Agreement.

Please submit a curriculum vitae and the names of three referees in confidence by May 15, 1994 quoting Competition No. 22FACV42 to: Personnel Office, Okanagan University College, 1000 KLO Road, Kelowna, B.C. V1Y 4S8.



THE UNIVERSITY OF AUCKLAND NEW ZEALAND

APPOINTMENT OF VICE-CHANCELLOR

The Council of the University of Auckland invites applications for the position of Vice-Chancellor which will become vacant at the end of 1994 following the retirement of Sir Colin Maiden.

Established in 1883, the University of Auckland has a student roll of 22,500 in ten faculties and employs some 2,600 academic and general staff.

The Vice-Chancellor is the Chief Executive Officer of the University responsible to the Council for the academic and administrative affairs of the University, and is the employer of all University staff.

The University of Auckland is New Zealand's largest university, with an international reputation in many disciplines. It strives for the highest standards in scholarship and research while facing the challenge of increased enrolments and financial constraints.

The appointee may not necessarily have spent a working life in a university but should have a clear understanding of universities and their function. The person appointed will have a respected record of academic and administrative achievements, leadership and skills which will ensure that the University of Auckland meets its prime goals. These goals include providing research-based teaching of high quality, carrying out high level research, giving its staff and students the opportunity for creative work, acting as a focus for scholarship and debate within the community and contributing towards New Zealand's social, cultural and economic wellbeing.

Applications close with the Chancellor at the University of Auckland on 1 May 1994.

Further information and method of application is available from the following:

Mr Warwick Nicoll, Registrar, University of Auckland, Private Bag 92019, Auckland 1, New Zealand, phone (64) 9 373-7517, fax (64) 9 373-7407.

Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF, England, phone (44) 71 387-8572, fax (44) 71 383-0368.

HON. JUSTICE SIR IAN BARKER, CHANCELLOR

The University has an EEO policy and welcomes applications from all qualified persons

level in the area of behavioural neuroscience commencing no earlier than July 1, 1994. This position is subject to final budgetary approval. The successful applicant's research must be an understanding of behavioural problem preference in, but not restricted to, the areas of learning/memory, motivation, or perception. Preference will be given to applicants who can exploit new and innovative biological methods (e.g. molecular or imaging techniques) or other methods not currently represented in the department. McMaster University is committed to Employment Equity and encourages applications from all qualified candidates, including persons with disabilities, members of visible minorities and women. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and landed immigrants in the first instance. To apply, send a CV, short statement of research interests, a publication list with selected reprints, and arrange to have three letters of reference to: Dr. R. Racine, Chair of the Search Committee, Department of Psychology, McMaster University, Hamilton, Ontario, Canada L8S 4K1.

TRENT UNIVERSITY: Subject to budgetary approval, the Department of Psychology is seeking to fill a 10-month term position of the Lecturer or Assistant Professor level. Candidates should have completed (or be near completion of) the PhD by the start of the appointment. Preference will be given to candidates with teaching interests and/or experience in at least two of the areas of personality, child, social, abnormal, health psychology, neuropsychology, and aging; an active research program is also an asset. The term of the appointment is from August 1, 1994, to May 31, 1995; the floor of the salary range at the Assistant Professor level is \$41,515 per annum. (This position is in addition to our previously advertised tenure-track position.) Candidates should submit a curriculum vitae, selected reprints, and three (3) letters of reference to: Dr. Peter Watson, Chair, Department of Psychology, Trent University, Peterborough, Ontario K9A 7B8. The deadline for applications is April 30, 1994, although later applications may be considered. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Trent University is an Employment Equity Employer and especially invites candidates from women, aboriginal peoples, visible minorities, and disabled persons.

RECREATION SERVICES

UNIVERSITY OF MANITOBA: Applications or nominations are invited for an appointment in the Faculty of Physical Education and Recreation Studies at the University of Manitoba for: Director, Recreation Services (Instructor, Interim). We are seeking an individual who has several years of experience in fitness and recreation services and who is looking for an opportunity to move into a leadership position. Duties include the development, planning and market evaluation of the intramural, sports clubs and instructional programs. In addition, it is anticipated that the incumbent will teach in the undergraduate programs. Qualifications: Masters degree in Physical Education, Recreation along with three years of administrative experience in a similar field. Preference will be given to candidates with Certified Fitness Appraiser and Trainer in Fitness Leadership Services. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples, and persons with disabilities. The University offers a smoke free work environment, save for designated smoking areas. In accordance with Canadian

Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants should submit a curriculum vitae clearly indicating what position they are applying for, and arrange for three letters of reference to be sent by June 15, 1994 to: Dr. Henry Janzen, Dean, Faculty of Physical Education and Recreation Studies, University of Manitoba, Room 104 Frank Kennedy Centre, Winnipeg, Manitoba R3T 2N2. Phone (204) 974-8741; Fax (204) 972-5122.

SOCIOLOGY

BRESCIA COLLEGE invites applications for a one-year leave replacement at the Assistant Professor level beginning July 1, 1994. Applicants should have a PhD completed or nearly completed. Duties will include research and teaching undergraduate courses. Preference will be given to candidates with experience in Theory and one of the following areas: Social, Minorities, Social Problems and Intro. The ability to teach effectively is expected. Rank and salary according to experience and qualifications. Send curriculum vitae and the names of three references to: Sister Odolores Kuntz, 1285 Western Road, London, Ontario N6G 1H2. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Brescia is committed to employment equity and welcomes applications from all qualified individuals including women, members of visible minorities, aboriginal peoples and persons with disabilities.

UNIVERSITY OF TORONTO - Department of Sociology, at the Erindale Campus invites applications for a contractually limited teaching appointment at the level of Assistant Professor for a three-year period. The position is subject to budgetary approval. Applicants should have completed their PhD and provide evidence of excellent undergraduate teaching. Duties include teaching the equivalent of two and one-half courses per academic year, primarily in research methods and statistics. Competence in another area would strengthen the application. Salary Floor \$36,200. Candidates should send a current curriculum vitae and a statement of teaching specializations and research interests, plus the names of three references to: Professor D. Brownfield, Erindale College, Mississauga, Ontario L5L 1C6. Appointment effective August 1, 1994. Closing date for receipt of applications June 1, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women or men, members of visible minorities, aboriginal peoples and persons with disabilities.

SOCIOLOGY & ANTHROPOLOGY

WILFRID LAURIER UNIVERSITY - The Department of Sociology and Anthropology invites applications for a two-year limited term appointment, beginning on September 1, 1994. We are looking for a candidate who can teach in at least two of the following areas: Social Inequality, Women and Development, Race and Ethnicity. A PhD in Sociology is preferred. Applicants should submit evidence of teaching performance and research activity. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University is committed to employment equity. Letters of application accompanied by a c.v. and the names of three referees should be sent no later than April 30, 1994 to: Chairperson, Recruitment Committee, Department of Sociology and Anthropology, Wilfrid Laurier University, Waterloo, Ontario N2L 3C5; FAX (519) 884-8854.

SPANISH

MOUNT ALLISON UNIVERSITY - Department of French & Spanish. Applications are invited for a tenure-track or term position in Spanish Peninsular literature and culture, subject to budgetary approval. Candidates should have or be nearing completion of a PhD, and should have appropriate teaching and research experience and native-like fluency in Spanish. Duties include undergraduate teaching and research. Experience in computer-assisted language learning would be an asset. This appointment will commence on July 1, 1994. The rank at which this appointment will be made is Assistant Professor. The 1993-94 salary range is \$34,784 to \$48,872. An application should include a curriculum vitae and

the names of three referees, and should be sent to: Dr. Andrew Gann, Head and Chair of the Search Committee, Department of French & Spanish, Mount Allison University, Sackville, N.B. E0A 3C0, Fax: (506) 368-4751; Email: AGANN@MTA.CA. The closing date for receipt of applications is April 30, 1994 or until the position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

UNIVERSITE LAVAL - Département de langues et linguistique. Faculté des lettres. Poste de professeur ou de professeur en linguistique espagnole. Poste à temps complet. Date d'entrée en fonction: le 1er juillet 1994. Doctorat en linguistique espagnole, en philologie hispanique, en philologie romane ou en linguistique, ou dans un domaine équivalent. Enseignement de cours avancés de langue et de linguistique espagnoles ainsi que de linguistique contrastive (français/espagnol). Recherche et encadrement de la clientèle étudiante des



THE UNIVERSITY OF AUCKLAND NEW ZEALAND

SENIOR LECTURESHIP IN GEOTHERMAL ENGINEERING

Geothermal Institute
School of Engineering
Vacancy UAC.389

The vacancy is at Senior Lecturer level, although an exceptionally well qualified applicant may be considered for appointment as Associate-Professor.

Teaching at the Geothermal Institute began in 1979. The Institute hosts mainly foreign graduate students who attend Diploma and short-term courses lasting one academic year and three months respectively. Funding for the activities of the Geothermal Institute is now assured for the next three years. However, an appointee who is suitably qualified may also be considered for a longer term position in the School of Engineering.

Applicants should have a degree in engineering or related subject. They should also possess the following attributes:

- appropriate academic and professional qualifications
- an established teaching and research record
- a familiarity with the latest developments in geothermal technology
- experience in exploring, modelling or utilising geothermal resources.

The successful applicant will also be expected to undertake administrative responsibilities and to supervise graduate students registered in the School of Engineering.

Commencing salary will be established within the range NZ\$52,000 - NZ\$60,944 per annum for Senior Lecturers, or NZ\$69,680 - NZ\$75,920 per annum for Associate-Professors.

Closing date: 2 May 1994.

CHAIR IN LAW

School of Law
Vacancy UAC.387

Consequent upon the retirement in early 1995 of Professor Brian Coote, the University is seeking to appoint to a Chair in Law. The Law School has seven established chairs of which this is one. The other chairs are held by Professor Ian Eagles (Commercial Law), Professor Jim Evans (Jurisprudence), Professor Bruce Harris (Public Law), Professor Julie Maxton (Commercial Law), Professor Charles Rickett (Commercial Law) and Professor Michael Taggart (Public Law). Professor Coote has taught and written in the area of Contract Law. This Chair, however, is open to candidates in all subject areas.

Applications are invited from persons of high scholarly standing in any areas of Law. Applicants must be able to demonstrate leadership in their particular field, or fields of specialisation in Law.

Commencing salary will be established within the range NZ\$80,080 - NZ\$99,840 per annum.

Closing date: 2 May 1994.

LECTURESHIPS

Limited Term - 3 Years
Department of Electrical & Electronic Engineering
School of Engineering
Vacancy UAC.388

The University, with over 20,000 students, holds a premier position and is sited in the heart of New Zealand's largest city. Auckland is the international gateway to New Zealand, the major industrial, commercial and cultural city in the country, and offers an exceptional range of lifestyles and recreational activities.

Our Department of Electrical & Electronic Engineering with approximately 240 equivalent full-time students is one of the

largest of five departments in the Faculty of Engineering which is housed in a single complex of buildings on the city campus of the University. The Department teaches at both undergraduate and graduate levels, and has research interests in power systems, power electronics, signal processing, radio communications, neural computing, control and computer engineering. Excellent laboratory facilities exist to support these activities.

Applicants should have advanced qualifications in electrical and electronic engineering (or a related discipline) and an established research record. (Normally, applicants would be expected to have a PhD and a number of publications.) Teaching experience at a tertiary level, and/or professional experience would be advantageous.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 2 May 1994.

LECTURESHIP IN APPLIED & COMPUTATIONAL MATHEMATICS

Department of Mathematics
School of Mathematical
& Information Sciences
Vacancy UAC.401

Applicants must have a Doctorate or equivalent and should have a proven record in teaching and research in some branch of Applied and Computational Mathematics. Applications are particularly welcome from candidates with expertise in fields that will strengthen the existing research interests of the Applied and Computational Mathematics Unit. These include differential equations, dynamical systems and bifurcation theory, inverse problems, numerical analysis.

Commencing salary will be established within the range NZ\$37,440 - NZ\$49,088 per annum.

Closing date: 20 May 1994.

SENIOR LECTURESHIP IN MEDICINE

Limited Term - 5 Years
Department of Medicine
School of Medicine
Vacancy UAC.402

The Department of Medicine is located at both Auckland and Middlemore Hospitals with staff holding appointments in general and speciality medicine.

The term of appointment is for five years from the date of commencement and the appointee will be based initially at Middlemore Hospital. Upon completion of the five-year term the appointment may be extended or made tenurable.

Candidates must hold a medical qualification registrable in New Zealand together with a recognised postgraduate qualification. Candidates should have some experience in teaching undergraduate and postgraduate medical students. They must have demonstrated an ability to undertake research and will be expected to pursue research activities. Clinical duties of 5/10 in general or speciality medicine will be required.

Commencing salary will be established within the range NZ\$67,808 - NZ\$87,568 per annum.

Closing date: 6 May 1994.

Conditions & Procedures for All Vacancies

Further information, Conditions of Appointment and Method of Application, should be obtained from the Academic Appointments Office, University of Auckland, Private Bag 92019, Auckland, New Zealand, phone (64) 9 373-7999 ext 5790, 5097 or 5789, fax (64) 9 373-7454. Three copies of applications should be forwarded to reach the Registrar by the closing date specified.

Please quote the relevant Vacancy Number in all correspondence.
W B NICOLL, REGISTRAR



University of Alberta
Edmonton

Faculty Position

Assistant Professor. A tenure track position in the Graduate Program in Health Services Administration in the Department of Health Services Administration and Community Medicine (Public Health Sciences) at the University of Alberta. Candidate must have an earned doctorate in Health Care Administration/Organization, formal training in human and organizational behaviour, evidence of excellence in teaching, and evidence of potential to conduct rigorous research in health services and related fields. The successful candidate will be responsible for teaching graduate courses in health care organization behaviour and the health care decision-making process at the organization and system level. In addition to classroom teaching, incumbent should be prepared to advise graduate students and supervise theses at master's and doctoral levels. Research opportunities include participating as human behaviour resource in multidisciplinary studies within the Faculty of Medicine and across faculties of health sciences and business. Salary will be commensurate with qualifications and experience. The 1993-94 salary range for Assistant Professor is \$40,035-\$57,000. Expected starting date July 1, 1994.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applicants should reply by 15 May 1994, enclosing a curriculum vitae and names and addresses of three referees, to: Dr. T.L. Guidotti, Chair, Search Committee, Department of Health Services Administration and Community Medicine, University of Alberta, 13-103 Clinical Sciences Building, Edmonton, Alberta, Canada T6G 2G3. Phone (403) 492-6408; Fax (403) 492-0364.

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

ASSISTANT PROFESSOR REGIONAL AND HUMAN GEOGRAPHY - Applications are invited for a tenure track position at the Assistant Professor level, subject to budgetary approval, in regional and human geography. The appointment date is July 1, 1994. Candidates must have a doctoral degree and have teaching and research expertise in the geography of Canada, with interests in cultural topics. In accordance with the University's Policy on Bilingualism, Laurentian has a requirement of passive bilingualism (French/English) as a condition of tenure. The University offers its employees free second language courses. Laurentian is committed to equity in employment and encourages applications from all qualified applicants, including women, aboriginal peoples, members of visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents. Applications should be sent to Dr. M. Martin-Guillerm, Chairperson, Department of Geography, Laurentian University, Sudbury, Ontario, P3E 2C6 and should be received before May 15, 1994.

Laurentian University
Département de biologie

Le Département de biologie met au concours un poste pouvant mener à la permanence en zoologie des vertébrés au rang de professeur(e) adjoint(e) commençant le 1er juillet 1994. Les candidats(es) devront détenir un doctorat (Ph.D.) en plus d'avoir fait preuve de leurs aptitudes à la recherche et à l'enseignement. La personne choisie pour ce poste sera appelée à enseigner les cours suivants en français: BIOL 1506F - Biologie I, BIOL 1700F - Structure et fonction du corps humain, BIOL 3726F - Introduction à l'histologie animale et BIOL 3766F - Physiologie des vertébrés. Les candidats(es) enverront un curriculum vitae et feront le nécessaire pour faire parvenir directement trois lettres de référence au: Dr. G.D. Ferroni, Directeur, Département de biologie, Université Laurentienne, Sudbury, Ontario, P3E 2C6, avant le 1er mai 1994. Ce poste est sujet à l'approbation budgétaire et conformément aux exigences prescrites en matière d'immigration au Canada, la priorité sera accordée aux citoyens canadiens et aux résidents permanents. Conformément à la politique du bilinguisme de l'Université Laurentienne le bilinguisme passif (français/anglais) est une condition d'obtention de la permanence. L'Université offre gratuitement à ses professeur(e)s des cours de langue seconde. L'Université Laurentienne soutient au principe de l'équité en matière d'emploi et encourage toutes les personnes qualifiées, y compris les femmes, les autochtones, les membres de minorités visibles et les personnes handicapées à poser leur candidature.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND - BIOSTATISTICIAN

The Faculty of Medicine is seeking a biostatistician for a tenure-track position in the Division of Community Medicine. Candidates for the position should hold at least a Masters degree and preferably a Ph.D. in Statistics or in a related area and have experience of applied and/or health research. Responsibilities will include maintaining an active research program, contributing to undergraduate and graduate teaching, and providing statistical advice to faculty. The Division of Community Medicine is a growing section of the Faculty of Medicine. Opportunities exist for collaboration with clinicians and basic scientists within the Faculty and throughout the University. Salary and rank will be commensurate with experience. The anticipated date of appointment is August 1994. Closing date for applications is 31 May 1994. Applications including a curriculum vitae and names of at least three referees should be directed to: Dr. Jorge Segovia, Associate Dean, Division of Community Medicine, Faculty of Medicine, Health Sciences Centre, St. John's, NF A1B 3V6. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Memorial University is committed to employment equity.



National Council on Bioethics
in Human Research (NCBHR)
Conseil national de la bioéthique
en recherche chez les sujets humains (CNBRH)

INTERIM DIRECTOR - NCBHR

The National Council on Bioethics in Human Research is seeking an Interim Director for a period of up to six months, from April/May 1994. The council interprets and promotes ethical guidelines for human subjects research, advises and consults with Research Ethics Boards (REBs) concerning their research review process, assists REBs to resolve contentious ethical issues, and fosters education and dialogue with health professionals and the public on ethical aspects of human subjects research.

The role of the Director is to liaise with and coordinate meetings of Council and its working groups; to respond to enquiries from Research Ethics Boards; to edit the house organ, *Communiqué*; to direct office personnel and to oversee Council's budget. The office of NCBHR is located in Ottawa, Canada. Consideration may be given to either a full-time or part-time interim appointment.

Candidates should preferably have a working knowledge of ethics and/or law as they apply to biomedical research and experience with academic or professional administration. A working acquaintance with both official languages would be advantageous. Letters of application, accompanied by curriculum vitae, and the names of three referees should be sent to:

Dr. Abbyann Lynch
President
National Council on Bioethics
in Human Research
774 Echo Drive
Ottawa, Ontario
K1S 5N8
Tel: 613-730-8225
Fax: 613-730-8251

2e et 3e cycles dans ces domaines
Spécialisation d'activités du programme
de contribution dynamique à son développement.
Expérience de l'enseignement de la langue et de la linguistique espagnole au niveau universitaire. Expérience de la recherche universitaire dans les domaines susmentionnés, intérêt pour la recherche subventionnée. Dossier de publications et aptitudes au travail en équipe. Connaissance de l'espagnol et du français. Une spécialisation en diététique humaine et nutrition serait un atout. Conditions d'emploi: traitement selon le convention collective en vigueur entre l'Université Laval et le Syndicat des professeurs et des professeurs de l'Université Laval. Curriculum vitae complet et lettres de recommandation des principaux professeurs, ainsi que le nom et l'adresse de trois répondants/répondantes et le cas échéant, l'île des employeurs, à l'adresse suivante: Monsieur le Directeur, Faculté des lettres, Université Laval, Québec, (Québec) Canada G1K 7P4. L'Université Laval applique un programme d'accès à l'égalité. En accord avec les exigences du ministère de l'Immigration du Canada, cette offre est destinée en priorité aux citoyens et citoyennes canadiens et aux résidents et résidentes permanents du Canada.

SURGERY

THE UNIVERSITY OF BRITISH COLUMBIA, Faculty of Medicine, Department of Surgery. The position of Director, Trauma Services at the Vancouver Hospital and Health Sciences Centre (VHSC) will become available July 1, 1994. The VHSC is a 900 bed University tertiary referral and Trauma Centre for the Province of British Columbia. VHSC is the Provincial Centre for Burns and Spinal Cord injuries. Over 2,200 trauma patients are admitted annually (400 with Injury Severity Score >16). The VHSC is currently seeking an FRCS(C) Physician/Surgeon with formal post-graduate trauma training. The individual selected will be expected to take a leadership role in all aspects of interdisciplinary trauma care and administrative duties will include responsibility for the Provincial Trauma Registry, Outreach Programs. This position offers an opportunity for a lifetime grant tenure track University appointment. In the Department of Surgery, Faculty of Medicine, The University of British Columbia, at the level of Assistant or Associate Professor as appropriate. Academic responsibilities include undergraduate and post-graduate teaching and research. Salary must be commensurate with qualifications and experience. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Interested applicants should submit a curriculum vitae by 15th May, 1994 to: Alex Barilard, Vice President, Clinical Services, Vancouver Hospital and Health Sciences Centre, 855 West 12th Avenue, Vancouver, B.C. Canada V5Z 1M9.

THEOLOGY

EMMANUEL COLLEGE - Applications are invited for a tenure track appointment in Christian Education at Emmanuel College, a theological college of the United Church of Canada at Victoria University and a member of the Toronto School of Theology. A detailed position description is available on request. Rank and salary commensurate with qualifications. Vacancy July 1, 1995. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens or permanent residents. Applications, including a detailed curriculum vitae and names of three referees should be sent to the Chair of the Appointments Committee, Emmanuel College, 75 Queen's Park Crescent, Toronto, Ontario M5S 1K7. Victoria University is an equal opportunity employer.

VETERINARY MEDICINE

UNIVERSITY OF PRINCE EDWARD ISLAND - Atlantic Veterinary College. Applications are being accepted for a substantial replacement of a permanent veterinary anatomy. The ideal candidate will have a DVM degree or equivalent, and/or an appropriate PhD degree. Preference will be given to applicants with instruction experience in veterinary macroscopic anatomy. In addition to lecture and laboratory instruction, there will be the opportunity to contribute to our research and graduate training program. This position is open August 1, 1994 to June 30, 1995. Applications will be accepted until May 6, 1994. Appointment is subject to final budgetary approvals. Candidates must submit a letter of application, curriculum vitae, and names of referees to: Dr. R.A. Tasker, Chairman, Department of Anatomy and Physiology, Atlantic Veterinary College, University of Prince Edward Island, 550 Veterinary Avenue, Charlottetown, PEI Canada, C1A 4P3; Tel: (902) 865-0602, Fax: (902) 865-0882; E-Mail: Tasker@UPEI.CA. In accordance with Canadian immigration regulations this advertisement is directed first to Canadian citizens and permanent residents. The University of Prince Edward Island is committed to gender equity in employment.

ACCOMMODATIONS

FOR RENT. Ottawa (Ottawa South). Comfortable old house for rent for academic year 1994-1995, 20-minute walk to Carleton University, bus stop, and including parking. Call: (613) 837-1111.

CANCELLED - A room with a screened back porch, full kitchen, driveway parking for one car, \$300 per month, heat and utilities. Call Cowan, office 613/788-2889, or home (613) 720-1815. E-mail: wcowan@ccs.carleton.ca.

FOR RENT. Lovely large 6/12, furnished, 1st floor, 2nd floor, 3rd floor, close to mountain, McGill, St. Lawrence Blvd., sunny, casement windows, wood floors, From Sept. 1 April 1995, consider exchange with person from U. of C. Call 855-8282.

OTTAWA EAST Furnish Family Home: quiet area, close to Ottawa River, schools, shopping, 3 bedrooms, large kitchen, fireplace, central air conditioning, garage, garden, July 1, 94 - June 30, 95 \$1100.00, heat included. Call 613-827-7624, Fax 613-564-8660.

SABBATICAL RENTAL. Toronto, furnished house, August 1994 for one year. In quiet downtown residential area close to U of T, shopping, restaurants, Robarts Library, subway. Living/dining room 2 bedrooms plus encl./study/bed room, 4th, laundry room, fully air conditioned, full suite or one-bedroom. Call 416-527-3535.

FOR RENT. Quality, 10 minutes from Leval University, three bedrooms, granite kitchen, two bedrooms, fully equipped, great view, big yard and garden. Available from June 94 to August 95, rent \$550/month, heating not included. Call 416-527-3535.

CORNBURG, SCOTLAND - fully furnished 3-bedroom flat for rent from September 1994 to June 1995. Centrally located (New Town), all modern conveniences including central heating, washing machine, and dishwasher. Children's kitchen. Call Kathryn Gifford or Stephen Brown (705) 741-5252 or (705) 445-7201. Call Kathryn Gifford.

HOME FOR RENT. Suburbia: Montreal, West, July 94 - July 95. Fully furnished, detached, 4 bedrooms, 2 bathrooms, 2 rooms, modern kitchen (equipped, A/C), 2 living rooms, dining room, playroom, sun room, full basement, nice neighborhood, convenient to McGill, Concordia, U. de Montreal, UQAM, and shopping.

EDUCATORS' BED & BREAKFAST NETWORK. Private travel network of B&B's for educators. Stay anywhere, over 1800 locations world-wide for \$29.5 a night for two people. Join new house-sitting exchange. Choose your destination and we do the rest! Call (800) 977-3450, or 1-800-977-3450, Eugene, OR 97405, or fax (503) 683-8494.

SABBATICAL RENT Lyon France, a great university centre near Alps and Mediterranean sea, fully furnished house, three bedrooms, enclosed garden, residential district, 3 1000 per month, electricity, heating and phone not included. Contact Mrs. Castelli, 1426 Rue St-Jean, Sainte-Foy, Que., G2E 3L8 or phone 418-877-8574.

FOR RENT Ottawa (Glebe) sunny duplex, overlooking park. Five minute drive to campus. Quiet street, close to shops, restaurants, and boutiques. Large, main floor bedroom; 2 studies (one with large windows overlooking park); spare bedroom; separate dining room and sunroom; storage space. Fully furnished including dishes, dishwasher and laundry facilities. July 94 - Aug 95 (negotiable). \$950.00/mth. Contact: Huntley 613/788-0200 x3751.

WINDSOR, ONTARIO. Bed and Breakfast near W. of Windsor. Furnishings: \$45.00 single \$50.00 double call 1-519-256-3937.

SABBATICAL RENT: Montreal. Spacious, furnished house for rent, Aug 94 to July 95, 4 or 5 bedrooms with 1 or 2 studies, finished basement on city level, close to park, close to stores, trains, buses, downtown universities, ideal for children. For \$1500/m call or write: F. Bird, 514-486-8342, at 204 Wolsley, Montreal West, Que. H4X 1W2.

FACULTY EXCHANGE

FACULTY EXCHANGE CENTER facilitates temporary teaching exchanges on this continent and abroad by enlisting collegial/university faculty to contact each other. FEC also facilitates faculty exchanges for those interested only in travel/study. The Center serves individuals and institutions. For details write to: FEC, 922 Virginia Avenue, Lancaster, PA, USA 17603 or call USA 800-277-1130 for free literature and application forms. Please note what/where you teach.

OUT-OF-PRINT-BOOKS

Free international book search. Any subject, title or author found. No obligation to buy. Private and institutional clients equally welcome. Please send your wants list to: Brown's Booksearch, Truro, Nova Scotia, Canada, B9N 1G1, or call 1-800-387-1130.

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University of Alberta
Edmonton

Research Associate
Organo Phosphorus
Chemistry

Department of Chemistry

A position is anticipated commencing 1 July 1994 for an experienced researcher in the field of synthetic chemistry of phosphorus to pursue an industrially sponsored research and development project. The position is for one (1) year, with a possibility for renewal subject to the availability of funding. The successful candidate must hold a PhD in the field of organo phosphorus chemistry with extensive (3-5 years) synthetic experience in the area of unsaturated phosphorus compounds—particularly the synthetic chemistry of two-coordinate phosphine imines. The program will involve extensive synthetic exploration of reactions of silylated iminophosphines and related compounds with unsaturated organic reagents and the development of new applications of the products. Thorough familiarity with separation techniques and NMR (especially ¹³C and ³¹P as well as ¹H) and other methods of characterization of reaction products will be required. The minimum stipend is \$30,000 p.a. and a travel allowance is available. In accordance with Canadian immigration requirements, this advertisement is directed at Canadian citizens and permanent residents. Send a curriculum vitae and the names of three references to:

Professor R.G. Cavell
Department of Chemistry
University of Alberta
Edmonton, Alberta T6G 2G2
Telephone: (403) 492-5310
Fax: (403) 492-8231

The closing date is 30 April 1994.

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.



Director, York International

—Applications and nominations are invited for the position of Director of York International

The Director of York International will be responsible for the overall coordination and support of international program activities at York, while maintaining sensitive and effective collaboration with the University's Faculties and research units. The Director will be responsible for: facilitating and coordinating exchange programs and academic linkages between York and institutions abroad; identifying opportunities for the funding of international development and research projects; serving as the principal source of information about the University's international activities; and coordinating the University's hospitality to international visitors. The Director of York International plays an important role in the central academic administration of the University, reporting directly to the Vice-President (Academic Affairs).

The principal thrust of York's international activities is defined by the University's academic priorities and needs, but there are also new imperatives and opportunities for fundraising tied to these activities. The successful candidate must act from a clear sense of York's academic interests and accomplishments, as well as an understanding of its academic and social mission in Toronto, in the province, and in Canadian society.

Candidates should understand the mission and nature of the University and its international programs. The successful candidate will show the initiative, energy, and entrepreneurial spirit to seek out, recognize, and take advantage of appropriate opportunities for the University, its units and members. In addition, candidates should have the personal and diplomatic skills conducive to effective cooperation inside and outside the University. Candidates should have a postgraduate degree, preferably a PhD, or equivalent professional qualifications. Clear statements of administrative background and experience in international activities are also required.

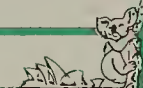
The appointment will be for a period of three years, commencing September 1, 1994.

—Applications and nominations, including a curriculum vitae and the names of three referees, should be submitted by May 31, 1994 to:

Prof. Michael Stevenson, Vice-President (Academic Affairs),
S938 Ross Building, York University,
North York (Toronto), Ont. M3J 1P3

York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Keep flying!



Sabbatical Programme VALID UP TO ONE YEAR

TO	FROM	ADULT FARE	CHILD FARE
LONDON	St. John's/Halifax/Montreal	From: \$ 749.00	\$ 629.00
	Ottawa/Toronto	From: \$ 749.00	\$ 629.00
	Winnipeg	From: \$ 849.00	\$ 729.00
	Calgary/Edmonton	From: \$ 969.00	\$ 849.00
	Vancouver	From: \$ 1009.00	\$ 888.00
PARIS	Montreal/Toronto	From: \$ 889.00	\$ 575.00
	Winnipeg	From: \$ 1059.00	\$ 699.00
	Calgary/Edmonton	From: \$ 1159.00	\$ 777.00
	Vancouver	From: \$ 1219.00	\$ 822.00
FRANKFURT	Montreal/Ottawa/Toronto	From: \$ 959.00	\$ 642.00
	Winnipeg	From: \$ 1129.00	\$ 769.00
	Calgary/Edmonton	From: \$ 1239.00	\$ 852.00
	Vancouver	From: \$ 1289.00	\$ 889.00
ROME	Toronto/Montreal	From: \$ 1159.00	\$ 779.00
	Winnipeg	From: \$ 1339.00	\$ 913.00
	Calgary/Edmonton	From: \$ 1439.00	\$ 987.00
	Vancouver	From: \$ 1489.00	\$ 1027.00
STOCKHOLM	Montreal/Toronto	From: \$ 1099.00	\$ 747.00
	Vancouver	From: \$ 1429.00	\$ 995.00
COPENHAGEN AND OSLO	Montreal/Toronto	From: \$ 1029.00	\$ 694.00
	Vancouver	From: \$ 1359.00	\$ 942.00
AMSTERDAM	Montreal/Toronto	From: \$ 889.00	\$ 575.00
	Vancouver	From: \$ 1219.00	\$ 822.00

Child fare applies to ages 2-11.

NOTE TO CAUT MEMBERS: THE ABOVE SABBATICAL FARES ARE ONLY AVAILABLE THROUGH FINLAY TRAVEL IN TORONTO. WE CANNOT ACCEPT CALLS FROM INTERMEDIARIES MEMBER MUST DEAL DIRECTLY WITH THIS AGENCY.

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* Not included: Canadian Transportation Tax C\$450.00 and local Taxes where applicable.

E. & O.E. 03/94

Air Fares to Europe VALID UP TO 60 DAYS

TO	FROM	ADULT FARE	CHILD FARE
LONDON	St. John's/Halifax/Montreal	From: \$ 558.00	\$ 510.00
	Toronto	From: \$ 558.00	\$ 510.00
	Winnipeg	From: \$ 672.00	\$ 615.00
	Calgary/Edmonton	From: \$ 710.00	\$ 650.00
	Vancouver	From: \$ 748.00	\$ 685.00
PARIS	Halifax/Ottawa	From: \$ 634.00	\$ 581.00
	Montreal/Toronto	From: \$ 568.00	\$ 520.00
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STATUS OF WOMEN SUPPLEMENT SUPPLÉMENT DU STATUT DE LA FEMME

1994

Rethinking Academic Freedom and Diversity

Editors' Introduction

Janice Drakich, Karen Grant, and Joyce Forbes

The CAUT Status of Women Committee (SWC) began exploring the relationship of academic freedom to the inclusive university in 1991 under the leadership of Marilyn Taylor, SWC chair (1991-1993). Recognizing the importance of academic freedom to issues of equity and inclusivity, and the need for a full deliberation of the concepts and their relationship, the committee developed a plan to take the discussion of academic freedom to the Canadian academic community. Our plan was devised to frame the consideration of academic freedom and the inclusive university in an intellectual context of research, writing, discussion, and dissemination. Each step of the plan allows for the exchange and refinement of ideas and the expansion of the audience. Our initial step was to create an opportunity for the exchange and elaboration of ideas with faculty members from across the country. We organized a workshop on academic freedom and the inclusive university at the 1992 CAUT SWC Conference in Halifax to open the discussion. With the intent of broad-

ening our audience and explicating the issues surrounding academic freedom and the inclusive university, our next step was the organization of a session at the 1993 Learned Societies Meeting in Ottawa. The CAUT and the Canadian Sociology and Anthropology Association hosted a session in which the three standing committees of CAUT presented their positions and interpretations of academic freedom and equity: Bernice Schrank (Academic Freedom and Tenure Committee), "Academic Freedom and the Inclusive University"; Margot Schenk (Librarians' Committee), "Academic Freedom and the Role of Librarians and Libraries"; and Marilyn Taylor, Jennifer Bankier, and Janice Drakich (Status of Women Committee), "Academic Freedom and the Inclusive University: Integrating Civil Libertarian and Egalitarian Values and Practices." Following this, Janice Drakich, Marilyn Taylor, and Jennifer Bankier prepared a paper for presentation and discussion at the October 1993 CAUT SWC conference in Winnipeg.

The prepared papers and public discussions laid the groundwork for an intellectual

and reasoned consideration of academic freedom and the inclusive university. With the 1994 Status of Women Committee Supplement to the CAUT Bulletin, the SWC brings its "work in progress" to the academic community. The Drakich, Taylor, and Bankier paper is reprinted in this supplement along with nine responses to the paper by Barry Adam, Somer Brodribb, Archie Malloch, Thelma McCormack, Shahrzad Mojab, Janice Newson, Jean Pettifor, Jon Thompson, and Jill Vickers, and two commentaries on the responses by Jennifer Bankier and Mary Lou Dietz. We hope that the discussion reflected in this supplement will open a continuing dialogue on our academic right of academic freedom and its relationship to the rights and freedoms of all members of the academic community. To sustain the continuing debate, the prepared papers of the Academic Freedom and Tenure Committee and the Librarians' Committee will be published in the *Bulletin* in May and June, respectively. We trust that all members of the academic community will give careful consideration and sustained attention to the variety of con-

cerns, positions, and questions reflected in this supplement. Together, we can develop a culture of academic freedom that welcomes diversity and promotes equity.

(Janice Drakich, University of Windsor, Karen Grant, University of Manitoba, and Joyce Forbes, Lakehead University, are members of the 1993-1994 CAUT Status of Women Committee.)

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Présentation des rédactrices

Janice Drakich, Karen Grant et Joyce Forbes

Le Comité du statut de la femme de l'ACPPU (CSF) a commencé à examiner le rapport entre la liberté universitaire et l'université intégrée en 1991 sous la direction de Marilyn Taylor, alors présidente du comité (1991-1993). Reconnaisant l'importance de la liberté universitaire en matière d'équité et d'intégration et le besoin de discuter à fond de ces notions et de leur rapport entre elles, le comité a élaboré un projet visant à débattre de la liberté universitaire au sein de la collectivité universitaire. Notre projet a été conçu de manière à placer l'étude de la liberté universitaire et de l'université dans le contexte intellectuel de la recherche, de la rédaction, de la discussion et de la diffusion. Chaque étape du projet permet l'échange et le perfectionnement des idées ainsi que l'élargissement du groupe visé. Pour la première étape, nous avons donné aux professeurs de tous les coins du pays l'occasion d'échanger et d'élaborer des idées. Nous avons organisé un atelier sur la liberté universitaire et l'université intégrée à la conférence du CSF de l'ACPPU tenue en 1992 à Halifax pour amorcer le débat.

À l'étape suivante, nous avons organisé une séance au congrès des Sociétés savantes qui a eu lieu à Ottawa en 1993. Nous avons alors l'intention d'élargir notre audience et d'expliquer les questions relatives à la liberté universitaire et à l'université intégrée. L'ACPPU et l'Association canadienne de sociologie et d'anthropologie ont organisé une séance mixte au cours de laquelle les trois comités permanents de l'ACPPU ont présenté leur position respective et leur interprétation de la liberté universitaire et de l'équité. La communication de Bernice Schrank, du Comité de la liberté universitaire et de la permanence de l'emploi s'intitulait «Academic Freedom and the Inclusive University»; celle de Margot Schenk, du Comité des bibliothécaires, avait pour thème «Academic Freedom and the Role of Librarians and Libraries». Enfin, la communication de Marilyn Taylor, Jennifer Bankier et Janice Drakich, du Comité du statut de la femme, s'intitulait «Academic Freedom and the Inclusive University: Integrating Civil Libertarian and Egalitarian Values and Practices». À la suite de cette séance, Janice Drakich, Marilyn Taylor et Jennifer Bankier ont présenté une

communication, suivie d'une discussion, à la conférence du CSF de l'ACPPU tenue en octobre 1993 à Winnipeg.

Les textes des communications et les discussions avec les déléguées ont jeté les bases d'un examen intellectuel et raisonné de la liberté universitaire et de l'université intégrée. Le CSF livre un compte rendu de sa démarche jusqu'à présent dans le présent supplément du *Bulletin* de l'ACPPU. Le texte de Drakich, Taylor et Bankier est reproduit dans ces pages ainsi que huit réactions au texte venant de Barry Adam, Somer Brodribb, Archie Malloch, Thelma McCormack, Shahrzad Mojab, Janice Newson, Jean Pettifor, Jon Thompson et Jill Vickers. Jennifer Bankier et Mary Lou Dietz ont rédigé deux commentaires en réplique à ces réactions. Nous espérons que le débat reproduit en ces pages ouvrira la voie à un dialogue continu sur notre droit à la liberté universitaire et sur ses rapports avec les droits et les libertés de tous les membres de la collectivité universitaire. Pour poursuivre le débat, des textes du Comité de la liberté universitaire et de la permanence de l'emploi et du Comité des bibliothécaires paraîtront dans les numéros de mai et juin du *Bulletin*

respectivement. Nous sommes confiantes que tous les membres de la collectivité universitaire accorderont une attention particulière et soutenue aux diverses préoccupations, positions et questions formulées dans le présent supplément. Nous pourrions ainsi cultiver ensemble une liberté

universitaire qui accepte la diversité et promeut l'équité.

(Janice Drakich, de l'Université de Windsor, Karen Grant, de l'Université du Manitoba, et Joyce Forbes, de l'Université Lakehead, sont membres du Comité du statut de la femme de l'ACPPU pour l'année 1993-1994.)

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Academic Freedom is the Inclusive University¹

The present is, in America, a period of academic transition, and great changes are immediately impending. (Adams, 1907, quoted in Carnochan 1993, p. 58)

Janice Drakich, Marilyn Taylor and Jennifer Bankier

Curricular battles and academic transitions have a long history in the academy (see Carnochan 1993; Vickers 1993). The current challenges to the traditions of higher education from women and members of other traditionally marginalized groups are another chapter in academe's history. Whereas earlier debates focused on matters such as "the idea of the university," liberal education, and disciplinary wars, the current emphasis is on ensuring that the differing values and perspectives and insights of women and other marginalized groups are fully represented in the academy. Interdisciplinary studies, multicultural studies, inclusive curriculum projects, women, minorities, and other changes to the landscape of academe have important implications for the institutional, pedagogical, intellectual, and interpersonal cultures of the academy. These changes confront the androcentric and ethnocentric conceptualizations of the university and push the boundaries of traditional academic convention to encompass diversity of thought and diversity of community. At the core of the truly inclusive university is a culture of academic freedom that will welcome changing pedagogies, fields, and university populations and promote equality. It is important to note that the concept of academic freedom was designed to accommodate oppositional views. According to Menard (1993, p. 12), if the university is unable to accommodate conflicting political and ideological views, the problem is structural and philosophical, not ideological. He goes on to argue that "since the concept of academic freedom is fundamental to the structure and philosophy of the modern university, the concept of academic freedom is at the centre of the whole affair."

The current characterization of the relationship between academic freedom and the inclusive university as an oppositional one, in the "political correctness" debate,² gives rise to the impression that academic freedom cannot compatibly coexist with the commitment to fostering diversity in the university. By contrast, in this paper, we wish to elaborate the position that the practice of academic freedom is the inclusive university. We view academic freedom as a dynamic concept that is practised by the university community rather than its prevailing interpretation as a static policy entrenched in collective agreements for the protection of faculty.

We acknowledge that the principle of academic freedom is central to the highest purposes of the university and, ultimately, a democratic society. Academic freedom is commonly understood to mean that: faculty and the academy itself are protected against retribution by the state and economic/political

elites, outside and within the university, when they advance knowledge that is at odds with the extant policies and priorities of the state or the university itself. This policy ensures that faculty have the freedom to carry out research and discussion; faculty have the freedom to criticize the university; and, faculty are protected from institutional censorship. Thelma McCormack (1991) has forcefully made the point, for example, that women's studies owes its very existence to the principle of academic freedom. She observes, however, that an expanded interpretation is needed, if academic freedom is to respond adequately to the new reality of a diverse academy. According to the principles of academic freedom, the pursuit of new or unorthodox or challenging ideas is a legitimate activity for faculty. Indeed, it is the central mission of the university. Yet, professors and students who represent diversity in the university today and are advancing new and unsettling perspectives and projects are more often opposed than welcomed. The opposition to the pursuit of the academic imperative of intellectual inquiry, examination, and re-envisioning, reveals that there is a considerable gap between the precept and the actual practice of academic freedom in the academy. Expanding the precept of academic freedom to the practice of academic freedom requires a shared culture of academic freedom that will encourage a variety of intellectual ideas growing out of differences and welcoming both individuals and groups who represent these differences.

In this paper, we explore barriers as well as avenues to the practice of academic freedom. We begin by discussing two major limitations in the current interpretation of academic freedom: (1) its emphasis on individual actions to the exclusion of attention to their context or social, institutional relationships; and (2) its emphasis entirely on intellect to the exclusion of other dimensions of persons, especially affect—the identities, emotions, and feelings of persons. We then examine the intersection of the social-relational context and affect. We assert that an important avenue to the practice of academic freedom is the recognition of academic freedom as a reciprocal right and obligation of all members of the academic community—faculty, staff, librarians, and students. We argue that the precept of academic freedom reflects the social-relational context of the university and recognizes the differences in values, experiences, needs, and power present in the university community. Finally, we present the existence of supporting frameworks in CAUT policy and the Charter of Rights and Freedoms for the implementation of the practice of academic freedom.

The Social-Relational Context of Individual Actions

Academic freedom is currently discussed from an atomistic, a-contextual perspective. As now defined, academic freedom refers to a specific "piece" of behaviour of a specific "individual" that ignores the intersubjectivity of all persons in the setting. We think that such an approach conceals the vulnerability of women and other historically excluded groups who are still marginal in the academy, and does not take account of the historic advantages enjoyed by white, heterosexual, able-bodied males.

Specifically, it does not acknowledge power imbalances in relations based on gender, race, sexuality, class, and other dimensions of difference. And, it ignores the dimension of accountability attached to social relations in the academy. Given the demography of universities, narrowing the focus of academic freedom exclusively to the rights of the individual professor tends to perpetuate the exclusion of traditionally disadvantaged groups through curriculum, pedagogy, and social behaviour.

To women and members of excluded groups, it is obvious that many assumptions and practices of the academy still reflect a time when the university was a virtually homogeneous white male environment. White, male, androcentric assumptions underlie the practice of exclusion. For example, at a recent conference working session on the topic of academic freedom and the inclusive university, a white male professor, who was defending his view of academic freedom, stated emphatically that it was his job to upset his students in the classroom. A black woman administrator, who administers an access program, replied angrily that he had no right to do so. The professor's pedagogical style, in his view, is not directed toward harming students, but rather to prepare students to think analytically and critically by challenging their ideas. This is a process which can, at first, be disruptive to old ways of seeing things. However, the black female administrator was also expressing an essential and valid point about the destructive potential of a professor expressing ideas in a way which discounts and disempowers already marginalized students in the classroom. The white male professor and the black woman administrator live in two different worlds of experience and did not, in that session, manage to bridge those worlds to achieve any kind of mutual understanding (see Smith 1987 for a discussion of this problem). The professor appeared completely unaware of the vast difference in entitlement between the two of them: his existence, as a student and a professor, is one as a white Anglo-Saxon male in an institution which has been populated for most of its history, exclusively by white males. By contrast, the black administrator knew that black students are often not "at home" in the university; university practices and rituals that are premised on white middle-class male experi-

ences are not reflective of black students' experiences. That the white male professor was oblivious to the problem of differing experiences is not surprising. The existence of a university culture which sustains and enables individuals in institutional settings, like the invisible root system of a tree, tends to be overlooked by the beneficiaries of the status quo. Moreover the social context of white, male privilege in the academy supports the individual's resistance to acknowledging and confronting the changing demography of university communities.

The current statistical reality of the university describes a university that dramatically differs from the university that existed prior to the 1960s. In particular, women's enrolment has increased steadily. In 1990, 56 percent of undergraduate degrees and 45 percent of graduate degrees were awarded to women (Statistics Canada 1992). The proportion of women administrators and faculty has also increased, but not at the same rate as the change in the student population. However, some things stay the same. Women faculty remain concentrated in the lower professorial ranks and women administrators are often members of the "triple A club—assistant, associate, and acting."³ The proportions of other underrepresented groups have increased also, although the extent of the increase is not as clearly documented. The case of gays and, to a lesser extent, lesbians is somewhat unique. They have been represented in the university throughout its history but are only recently beginning to be able to acknowledge openly their sexual identity. The diversity of the university population should significantly alter the social-relational context within which the business of the university is conducted as the participants in the university no longer reflect the monolithic demography of the white male academy.

This diversity represents a heterogeneity of identities and experiences which deviate from the identities and experiences of the white, middle-class male norm of the university culture and curriculum. Identities from the margins of academe make visible the need for a re-envisioning of the structures, values, and assumptions of academic conduct and inquiry. The work of Dorothy Smith (1989) and bell hooks (1988, 1993), among others, in describing the social-relational context of female and racial identities in the academy underscore the need for change. And the experiences of members of these diverse groups demand it.

Smith's (1989, p. 49) argument about the disjuncture between women's lived experiences within the social forms of consciousness in relation to "the world directly felt, sensed, responded to" is directly applicable to our concerns for the conceptualization of academic freedom. Since the experiences of members of marginalized groups in the academy are determined by social relations and situated in the power relations in the academy, the prac-

tice of academic freedom must also address the social-relational context to be inclusive. Moreover, this disjuncture directs our attention to an area that is seldom, if ever, considered in the academic enterprise—"the world directly felt, sensed, and responded to." In the next section, we take up the significance of affect to the practice of academic freedom.

The Significance of Affect as well as Intellect

The language of academic freedom assumes that "the person" is only a "mind" and the problem is one of a "clash of ideas." We agree that the right of all persons to express their own ideas should be protected and that this right is fundamental in a free and democratic society. We would be justified in leaving it at that if reality was exclusively made up of ideas and if people are disconnected intellects. This is not the case, however. An exclusive focus on words and ideas can obscure the fact that we are talking about whole people. For many people, ideas and words may well be referents for highly significant experiences which have powerful meanings, evoke strong emotions, and are not simply ideas and words. The meanings and emotions attached to ideas and words render people extremely vulnerable in what, for others, might be a benign intellectual exercise.

Women and minorities, who are not welcomed into the disembodied world of the academy, bring, among other things, consciousness of their emotionality and their vulnerability. For example, the lived experience of women in the academy is one in which we learn that to be successful, we must disassociate our rational selves from the rest of ourselves. The bifurcation of persons, particularly those in marginalized groups, in the academy is supported by the hegemony of objectivity over subjectivity. Thus, learning in the classroom and conducting research are activities in which women and minorities are profoundly vulnerable. In order for women and minorities to open themselves to discovery, they face uncertainty and confusion in balancing their subjective experiences in a world which values objectivity. The learning process provokes fear, anxiety, and loss of self-assurance for everyone, but this is compounded for minorities and women.

The required objectivity surrounding words and ideas embedded in the masculinist culture of the university have obscured the presence of the personal and associated subjective emotions and feelings. "The canons of science as a constitutional practice require the suppression of the personal" (Smith 1989, p. 60) and through this suppression perpetuate the obfuscation of the existence of whole persons in the university. The eschewing of the personal and subjective is further evidenced in the masculinist models of discourse and pedagogy.

The masculinist model of discourse is premised on a competi-

Continued on page 3

itive, confrontational style which seeks to establish/entrench power imbalances without regard for the "other" in the discourse. This model is most clearly illustrated in its concomitant pedagogy which demeans students without regard for the impact on students' sense of themselves in the classroom. We are all familiar with the phrase, "if you can't take it, no matter how tough, you don't belong here." Refusal to acknowledge the predictable emotionality and vulnerability in response to the expression of inhospitable views and behaviour in the academy — in the classroom, or towards colleagues — is crude incivility. People have deep feelings about their convictions and identities. The reality of personal and subjective experiences must be recognized and formally acknowledged in the academy.

Recognition of others' profound feelings does not suggest that ideas and discourse be restricted. Rather, it is a call for sensitivity or, at minimum, civility. To ignore this call evades the ethical responsibilities of persons who assume positions of institutional authority. The prevailing perspective on academic freedom does not take into account the intersections of institutional power relations (e.g., teacher-student) and dimensions of emotion. We take up these points in more detail in the following section.

The Intersection of the Social Relational Context and Affect

Does the consideration of the consequential vulnerabilities of students, especially women and members of other underrepresented groups, mean that professors must never upset students? Do the inherent advantages for male professors mean that they should never challenge female colleagues? Of course not. Academic freedom encourages open discussion and intellectual inquiry. Indeed, the quality of our pursuit of knowledge and understanding rests on the existence of a community of scholars, interaction, and exchange among differing perspectives. The exhortation here is that the professor has an obligation to communicate respect, sensitivity, understanding, and tolerance toward her or his students, along with the intellectual content. These qualities, in the context of civility, are essential features of community. The favourable or unfavourable response of a credible authority such as a teacher or senior colleague, becomes extremely salient during the exchange of ideas (Taylor 1986). When combined with other power imbalances, the significance of the impact of authority redoubles.

Professors of noncanonical subjects face the challenge of maintaining these qualities in every class. Few people are open to new ideas that contravene their traditional perspectives. However, scholars who support the practice of academic freedom balance the corresponding responsibilities of testing and proposing revisions to the prevailing wisdom with sensitivity to students' feelings. This wilful practice is, for many women and minority professors, a consequence of their experi-

ences with andro-, Euro-, and heterocentric traditional education. Their experiences of being excluded as students and professors in the academy have sensitized them to their students' vulnerabilities and contributed to their inclusive pedagogies for enabling students.

Logic and experience indicate that when material, based on sound and honest scholarship, conveys what can be seen as a negative message about women or a particular racial group, for example, a professor should be expected to present the material in a way that does not disempower or demean any members of that group in the class.⁴ This material can be presented with an explicit acknowledgement of its potential for disruption and a sound rationale for its inclusion in the course to justify its disturbing consequences.

Difficulties in the application of the principle of academic freedom are most likely to arise when it is focused exclusively on the professor's unrestricted right of expression while at the same time ignoring the intersubjectivity and power relations which exist in the classroom. Such a complete freedom ignores the reality that when an individual is in a power position, her or his behaviour may have a negative impact on those under her or his power. The need to attend to the effects of as well as the origins of behaviour is widely recognized with respect to physical behaviour: Most people would agree that one person's freedom to swing a fist ends when it collides with another person's nose. To address this problem, Smolla (1990, p. 222) has suggested that a more appropriate approach to academic freedom would be to accept that a professor is "an intellectual free agent, but not a behavioural free agent." This distinction is helpful, but an issue still remains.

Should all "verbal behaviour", such as, words in a classroom automatically be protected by the concept of academic freedom? We would argue that the answer is no. Words cease to be an expression of academic freedom when they have an effect that interferes with the academic freedom of other people, repressing, constraining, or prohibiting scholarship or inquiry. For example, a member of a tenure and promotion committee would clearly violate a colleague's academic freedom if she or he used words to argue that a colleague should be denied tenure because her or his research reflects a feminist, or an aboriginal, or a black, or a gay, or a lesbian perspective. A professor also interferes with a student's academic freedom when she or he verbally abuses, belittles, or ignores students who wish to present alternative perspectives to course materials.

There is a significant difference between ideas themselves and the presentation of ideas in a particular manner and context. It is possible to present ideas in a clear and effective fashion that nevertheless reflects respect for the values and perspectives of other people involved in the discussion. This form of respect is particularly important if the listeners are a captive audience, as students are. Adoption of a style of presentation that abuses or

marginalizes others is a behavioural choice and not a matter of intellectual right.

Academic Freedom Based on Reciprocity Rather than Autonomy

We would like to advance the proposal that academic freedom be interpreted as a reciprocal right which exists within academic relationships (teacher-student, colleague-colleague, etc.). In this perspective, both parties to any academic relationship have rights to academic freedom, and the exercise of one person's rights must not infringe on the rights of the other. Currently, the practice is constructed on behalf of a single individual faculty member attempting to preserve her or his autonomy against more powerful interests (the administration) generally perceived as acting with malevolent or misguided purposes. Even if this is an accurate characterization of a particular dispute, we wonder how useful an image it is. It may be more helpful, we think, to define an interactive concept of academic freedom: Members of the university community—faculty, students, and staff—are encouraged to express their views and pursue their priorities, and in the exercise of these freedoms the rights of all parties are protected. In this view, the rights of all the persons involved become the focus, not the "bad" or "heroic" (depending on your "side") behaviour of one person. Women and other members of historically excluded groups would be viewed primarily as persons with academic rights, not primarily as victims of harassment, sexism, and/or racism. Under such a model we would enjoy a right of academic freedom based upon our respect of the academic freedom of others through our acknowledgement of the legitimacy of their values and other differences. A system where professors practice what we preach would be more credible to our students, other members of the academic community, and to the wider society.

The acknowledgement of rights to academic freedom for all faculty including women and members of other minority groups in the academy is, perhaps, a less difficult conceptual adjustment than academic freedom for others, students in particular. However, from the standpoint of promoting equity, this would seem to be an important addition. Women and members of other underrepresented groups are not only more numerous in lower ranks of the professoriate (and, thus, more vulnerable to punishment for intellectual heresy by more senior male colleagues), but women are more numerous as students than they are as university teachers. Since students are the future professoriate, the learning climate for minorities in the academy has long range as well as current significance for the future of our universities. Further, it seems reasonable to expect that this would foster an understanding and an appreciation of the importance of preserving academic freedom for our students who will be tomorrow's professors. Students' rights related to academic freedom are not a novel notion. The "International Statement on Academic Free-

dom and Tenure" speaks of the university's "responsibility to society to defend and maintain...freedom in research [as] fundamental to the advancement of truth, and freedom in teaching as fundamental for the protection of the rights of the student in learning and of the teacher in teaching." CAUT is one of the nine signatories of this document. CAUT's own definition of academic freedom, however, concerns only the rights of academic staff.

It is often through students' interests and needs for learning that androcentric, Eurocentric, and heterocentric biases in our curricula are challenged. The extension of rights, described above, empowers all members of the academic community, rather than imposing restrictions upon individual behaviour, as one side in the "political correctness" debate characterizes the issue.

The restriction of initiatives to recognize diversity and practice inclusiveness is a violation of academic freedom as conceptualized here. The movement toward inclusion in our language, our courses, and our scholarship has been one which conforms to academic freedom rather than eroding it. Academic freedom is alleged to provide a forum and protection for the new, the provocative, the disturbing, and the unorthodox. Yet, the practice of academic freedom has been the practice of exclusion and restriction (see Kaplan and Schrecker 1983). "When we talk about the freedom of the academic to dictate the terms of his or her work, in other words, we are also and unavoidably talking about freedom to exclude, or to limit the exposure of, work that is not deemed to meet academic standards" (Menard 1993, p. 14). Professors have been denied tenure, denied promotion, and denied jobs, and their research has been judged unacceptable because it represents a nontraditional perspective. Most junior faculty recognize the danger in engaging in non-canonical work. The protection of academic freedom in the practice of exclusion has also denied students access to their histories, their experiences, and to knowledge—the knowledge of non-Western, non-white, and non-male scholarship.

The phrase "academic freedom" is the inclusive university," transforms the conventional interpretation of academic freedom from a protection and a right to exercise exclusion to a practice of integration and inclusion.

Academic Freedom is the Inclusive University

CAUT's "Policy Statement on Professional Rights, Responsibilities and Relationships" (January 1991) contains several clauses that are pertinent here. These clauses have existed in CAUT's guidelines concerning professional ethics and professional relationships almost as long as CAUT's "Policy Statement on Academic Freedom." Their import for our conceptualization of academic freedom as a practice is manifest. The policy embodies the foundation for the idea that "academic freedom" is the inclusive university." For example, appropriate gender and racial/ethnic representation in curricula are really part of our responsibility to "be

conscientious in the preparation and organization of [our] subject matter, and... [to] review this periodically in light of developments in [our] field" (Article 2.2). Sensitivity toward and respect for our students, and acknowledging their vulnerabilities in our classes is integral to our responsibility to "encourage the free exchange of ideas between [ourselves] and [our] students" (Article 2.3). A second section in this policy statement dealing with responsibilities to colleagues states that: "Academic staff members should act to ensure a working milieu which is open, non-discriminatory and free from personal, racial or sexual harassment..." (Article 4.1).

Support for the implementation of the ideas we have presented can be found in the 1993 Canadian Charter of Rights and Freedoms. Catherine McKinnon (1993, p. 78) discusses the practice of power relations as it can be embedded in the defence of freedom of expression: "Speech theory does not disclose or even consider how to deal with power vanquishing powerlessness; it tends to transmute this into truth vanquishing falsehood, meaning that power wins becomes considered true." McKinnon notes that Canada has public legal conditions under the Charter of Rights and Freedoms which have produced opposite results. She cites the Supreme Court decisions against Keegstra and Butler, with interventions by the Women's Legal Education and Action Fund, as examples of limits on freedom of expression on equality grounds: "The positive spin of the Canadian interpretation holds the law to promoting equality, projecting the law into a more equal future, rather than remaining rigidly neutral in ways that either reinforce existing social inequality or prohibit changing it, as the American constitutional perspective has increasingly done in recent years" (1993, p. 98).

The Charter of Rights and Freedoms explicitly acknowledges and recognizes a necessary relationship between individual freedoms and equality provisions in a democratic society. The full significance of this relationship can be seen by contrasting the structure and consequences of the USA Constitution where freedom of speech is enshrined in the First Amendment and equality rights in the Fourteenth Amendment. The separation of these two provisions and the negative, rather than positive, application of both, (i.e., prohibitions rather than support for social change) has led to powerful circumstances of inequality.⁵ The Canadian Charter of Rights and Freedoms, by contrast, "defines equality in a meaningful way—one more substantive than formal, directed toward changing social relations rather than monitoring their equal positioning before the law" (McKinnon, 1993, p. 98). The courts in Canada will balance freedom of speech against other rights and values such as equity. Obscenity legislation has been upheld. The Butler case recently established that violence and degradation of women makes material obscene. Promotion of equality and restrictions on some kinds of hate speech can be upheld if properly drafted.

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Does the CAUT Policy on Academic Freedom Protect Individual and Group Rights Adequately?



Jon Thompson

The authors' concern is really about abusive conduct. The best strategy for dealing with this is to improve, promote and enforce policies on conduct which CAUT has already adopted over the course of several decades. The scope for individuals and groups to act in an arbitrary manner has been limited by policies on professional responsibilities, sexual harassment, positive action and fair hiring practices. By contrast, watering down the defini-

tion of academic freedom could deprive women and minorities of a proven protection for their rights and interests, as well as provoke a reaction against SWC's proper concern to increase civility and sensitivity in academic discourse.

While sharing the concern of SWC, I would make the point that even if all professors were to become models of civility henceforth, it would remain important for students to learn to contend successfully with incivility. It is most unlikely to be eliminated from the world outside the ivory tower.

The authors place academic freedom in a deficient light, describing it as a "static policy" which is excessively directed to individual rights. But like all other rights, individual or collective, it has evolved in conception and application. To call it "static" is to ignore its fragility. During the 1950s in the USA, academic freedom (such as it was) largely disappeared as administrations, faculty associations and the great majority of individual professors yielded to the mass hysteria of McCarthyism, as the historian Ellen W. Schrecker has shown. Such breakdowns can have far-reach-

ing consequences. It has been argued by the leading American user of academic freedom, Noam Chomsky, that scholars in some disciplines have continued in a servile condition long after the overt coercion had dissipated. Here in Canada, the majority in CAUT were actively disinterested in academic freedom until the dismissal of an individual, Harry Crowe, in 1958, for being mildly critical of his college president.

Individual professors find themselves under attack much more commonly than groups of professors and thus need the protection afforded by academic freedom. This is because it usually is an individual who challenges the existing order or received wisdom. Such conflicts have occurred in all universities and all kinds of departments, including some that are female-dominated. Among the earlier, as well as later, censures imposed on administrations by CAUT were those resulting from cases where the victims were women, Catherine Daniel (music, Mt. Allison) and Marlene Webber (social work, Memorial). Many women professors across Canada, who were denied

appointment, tenure or promotion, have won their grievances with the aid of local associations or CAUT by pursuing individual rights under policies promoted by CAUT, including academic freedom. Still too often, the number of women in a department is very small and their mere presence is regarded by some men as a provocation.

Dilution of academic freedom would only increase the vulnerability of the individuals in these very small groups, as well as others.

It should be emphasized also that the individual right called academic freedom extends usefully to groups, as the authors acknowledge in citing an observation by Thelma McCormack regarding "the very existence" of women's studies.

The paper concludes with a discussion of recent Canadian Charter-based jurisprudence regarding the shifting balance between individual and group rights, in purported contrast to American constitutional jurisprudence. From a reading of the Canadian experience, attributed to an American legal scholar Catherine McKinnon, the authors abruptly conclude that Canadian academic prac-

tice is more reflective of the American tradition and, therefore, "out of step with Canadian jurisprudence." However, the balance relied upon here is far from settled. The Keegstra case cited by McKinnon must be read with the decision written by Madame Justice McLachlin on the Zundel case, and now also the NB Appeal Court's decision on Ross which is based on the Zundel decision.

If there is a stable pattern in the American-Canadian correspondence, it is that developments here commonly follow developments there and we have been able to benefit from others' mistakes. Taken in their totality, CAUT's policies provide a better balance of individual and group rights in the academic setting than any collection south of the border, or elsewhere in the world. But there remains plenty of room for improvements in wording, as well as implementation.

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Academic Freedom is the Inclusive University

Continued from page 3

In other words, social evils such as racial defamation and degradation of women have been balanced against freedom of speech under the Charter of Rights and Freedoms.

Ironically, we have, in Canadian universities, applications of academic freedom, on the one hand, and professional rights, responsibilities, and relationships, on the other hand, which reflect more the USA tradition than Canadian jurisprudence. Policies in these two domains are held out of relation to one another, with the former eclipsing the latter. Thus, the application of academic freedom and professional rights, responsibilities, and relationships is out of step with Canadian jurisprudence.

Conclusion

In this paper, we have explored some of the limits of the current perspective and practice of academic freedom. We have tried to reframe what has been characterized as a collision between academic freedom and the commitment to fostering diversity in universities, to a perspective in which a more fully practised academic freedom is at the heart of a more inclusive university, a place where differences in views and values are respected and protected. We have made the point that the concept of academic freedom is improved by including the subjectivity of women and minorities and acknowledging that the personal and experiential are of equal importance to intellectual words and ideas. The argument for being civil recognizes that ideas are not separate, public, and objective but real, emotional, and personal. This is a starting point. We hope that it contributes to evolving a new perspective on university life which fosters not only greater fairness but, through mutual respect, more peace. We hope that it shifts the emphasis from oppositions to resolutions.

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(Janice Drakich is a professor in the department of Sociology and Anthropology at the University of Windsor, Marilyn Taylor is a professor in the department of Applied Social Science at Concordia University, Jennifer Bankier is a professor at the Dalhousie Law School.)

Endnotes

¹A version of this paper will be published in Stephen Richer and Lorna Weir (eds.), *Beyond Political Correctness: The Future of the Canadian Academy* [tentative title] (Toronto: University of Toronto Press, forthcoming Spring 1995).

²The rhetoric of "political correctness" is not helpful in this discussion because it obscures the issues of tolerance, equality, and civility. If taken literally, the phrase is meaningless, since committed individuals of all political predispositions believe that their own values are politically correct. However, the phrase is not universally applied to strong participants on all sides of the political debate. Instead, it is applied only to people who are advocating change to the status quo, and is never applied to people who strongly uphold the maintenance of things as they are. The strategy of this usage is to prevent change and avoid addressing the merits of the demands for tolerance and equality.

³Professor Jill Vickers included this phrase in her acceptance address, for the Sarah Shorten Award, to the Council of the Canadian Association of University Teachers. The Sarah Shorten Award is a recognition of outstanding contribution to the advancement of women in Canadian universities.

⁴We want to emphasize that we are not disputing the professor's expertise in subject matter. Rather, we are asking the freedom to deliver scholarship not be confused with the form or manner of presentation of material.

⁵McKinnon (1993, p. 72-73) states: Both bodies of law...show virtually total insensitivity to the damage done to

social equality by expressive means and a substantial lack of recognition that some people get a lot more speech than others. In the absence of these recognitions, the power of those who have speech has become more and more exclusive, coercive, and violent as it has become more and more legally protected. Understanding that there is a relationship between these two issues—the less speech you have, the more the speech of those who have it keeps you unequal; the more the speech of the dominant is protected, the more dominant they will become and the less the subordinated will be heard from—is virtually nonexistent. Issues at the equality-speech interface are not framed as problems of balance between two cherished constitutional goals, or as problems of meaningful access to either right in the absence of the other, but as whether the right to free speech is infringed acceptably or unacceptably. Equality-promoting provisions on hate crimes, campus harassment, and pornography, for example, tend to be attacked and defended solely in terms of the damage they do, or do not do, to speech. At the same time, issues such as racial segregation in education, with its accompanying illiteracy and silence, are framed solely in equality terms, rather than also as official barriers to speech and therefore as violations of the First Amendment.

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Apolitical Correctness in a Period of Reaction



Somer Brodribb

"Fem-nazis," "McCarthyites," "the feminist thought police," "the feminist imperialists"—misogynist cranks speak and publish very freely. Cheap remarks that feminism is "authoritarian, suppressing freedom of expression, free debate"; "what they're talking about is re-education, political indoctrination, and suppression of freedom of inquiry and truth. That is the destruction of the university as we understand it."¹

Sexist and racist speech is so free you can't avoid it or its effects. Yet defenders of discriminatory discourses and their erudite practises claim to be degraded by feminist scholarship: "the conflicting claims of feminism, free speech, the university as a haven for unpressured pursuit of truth." How victimized they claim to be by "a climate that increasingly pushes the premise: if you think you're a victim, you're a victim."² How stung they are by ingratitude: "the more aggressively a college promotes racial political correctness, the more racial incidents they get."³ How impartially the Fraser Institute and the Society for Academic Freedom and Scholarship co-sponsor a conference in 1993 on political correctness and its destruction of university scholarship. The conference attacked the report by Bertha Wilson which called for mandatory anti-sexist and anti-racist training for judges. Wilson's recommendation was supported by the National Action Committee on the Status of Women. Recently, the *Globe and Mail* ⁴ proudly ran a cartoon ⁵ that depicted a girl wearing Montreal *Masacre* vigil and "cause" ribbons, a Bobbitt knife, and a Nazi helmet haloed with the words "political correctness." The caption reads: "Little girls are made of sugar, spice, everything nice; Little boys are made scapegoat."

This is the climate where feminism and anti-racism are portrayed in many Canadian editorials as the beliefs that "all men are oppressors of women, that all white people are racist even if we (sic) don't think so...that Third World cultures are better than western culture."⁶ The mainstream media underwrites this call for a relentless solidarity against women and minorities (who are rendered as a term: "political correctness").

This is also the climate where "I'm not a feminist but..." has been replaced by "I'm not anti-feminist but..." and much of the backlash is circulated in the name of women and feminism. Not only mainstream professional associations but status of women committees are reluctant to take a direct stand on sexism. This is the climate where female anti-harassment professionals feel safer talking about "male bashing" and the successful prosecution of a black lesbian professor who allegedly offended white male students than confronting racism and sexism on Canadian campuses. Interfering with sexism means you have a "conflict of interest" with your "colleague"; arguments about confidentiality and interference prop up inaction on sexism, racism,

date rape and homophobia. Judicial independence, academic freedom and collegiality become reasons for minimizing and perpetuating discrimination and violence against women.

"Academic Freedom is the Inclusive University" is written in this context of anti-pc but it represents a crisis in acting on discrimination. The paper is extraordinarily careful and "toned-down." Clearly, it has been written by many hands with much consultation and deliberation by serious and committed women. It strives to anticipate every eventuality, all possible objections and obstacles to arguments against an inclusive university and equal access to education.

The tone of the piece is positive-thinking; it claims to be new-age hopeful, putting the emphasis on a pro not an anti attitude. But its posture is more defensive than positive. More fearful than forward-looking. It is an indication of the extent to which we have been thoroughly intimidated by the backlash against feminism.

In the entire document, "sexism" and "racism" are named only once: "Women and other members of historically excluded groups would be viewed primarily as persons with academic rights not primarily as victims of harassment, sexism and/or racism" (p. 3). Actually, the historically excluded are the only groups who don't want to be victims. The media, many white men, Bobbitt, and pro-racists claim they are the victims here: the victims of feminism and "the sexual harassment industry."⁷ An industry of equity offices which, in their view, are not living up to their mandate of keeping harassment safe and confidential.

Women don't have freedoms when inequality is protected.

Being included in the academic free market of ideas is the positive spin promised. The authors want to avoid a negative confrontation with sexism and racism: the historically oppressed will be "included" in "post-feminism" through "academic freedom." The dominant approach is a kind of civil libertarianism which overpowers the occasional glimpse into systemic discrimination such that the paper as a whole idealizes the harms of sexism as "opposing viewpoints." Dorothy Smith's Marxist feminist analysis of lived experience and the practises of power and discourse is revisioned via symbolic interactionism as the "emotionality and vulnerability" of women and minorities versus certain "disturbing" "styles of presentation."

Civility is emphasized and indeed the writers' language is never "offensive" or "disturbing": it is silent and self-censoring on anti-racism and anti-sexism. No mandatory anti-sexist and anti-racist training recommended here. It even refers to "non-male" rather than "women's" scholarship. "Feminist" is mentioned once, in a minor way, referring to a third party. "Feminism" is not claimed by the writers — is this because of their academic freedom?

Something might be gained if sexist and racist faculty were civil. Would it make life more pleasant? I don't know. It wouldn't make it less sexist or racist.

Will academic women have the "privilege" of choosing to be civil to sexists? Would that stop harassment? Is such appealing and self-censoring a freedom? Women don't have freedoms when inequality is protected.

Women's shelter workers have stated "the educational institutions have been woman-hating too long and they are one of the strongest oppressors of

women."⁸ Women are more than offended by this kind of academic freedom. On campuses, those who have complained of harassment have been threatened with legal action (NO — not just us here in Victoria). Sexism and racism are harms; why should academics be guaranteed elite rights and the freedom to continue sophisticated attacks against women?

What is most noticeable about this paper's self-censoring appeal for freedom of speech is that it does not dare to say sexism and racism cannot continue.

Equally serious is the absence of any analysis of economic interests and the funding of "academic freedom." Strategically, what we are left with is a non-anti-sexism, non-anti-racism. A relativistic neo-libertarianism that references but doesn't realize the work of Dorothy Smith or Catherine MacKinnon. What it demonstrates is a retreat into conservatism in a period of reaction. And it's still not free.

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Footnotes

¹ James Cunniff, interview by Steve Vanagas, "The Frightening Females of UVic, Male Professors Claim They're Victims of the 'Harassment Industry'," *British Columbia Reports*, May 3, 1993, p. 35.

² Trevor Lautens, Editorial, *Vancouver Sun*, December 30, 1993, p. A11.

³ John Robson of the Fraser Institute, interview by Paul Schratz, in "Campus Conundrum," *Province* editorial section, December 19, 1993, p. A44-A45.

⁴ Penni Mitchell, Editorial, "The False Reality Syndrome" *Horizons* (Winter) 1994, p. 46.

⁵ *Globe and Mail*, December 30, 1993, p. A14.

⁶ *Province* p. A45.

⁷ "Frightening Females of UVic."

⁸ This letter will have to be anonymous here—reprisals against women are too frequent in the laissez faire marketplace of ideas.

Academic Freedom and Monopolies of Knowledge



Shahrzad Mojab

The Drakich et al. paper presents a convincing critique of traditional views of academic freedom which seriously restrict the nature of these freedoms (university as a market-place of ideas) and confer the privilege of freedom on the faculty only. Re-conceptualizing freedom as inclusivity and equity, the authors extend the notion beyond the realm of ideas to include the participation (in academic life) of marginalized but significant constituencies of the university—students, staff, women, ethnic and racial minorities, etc. The paper is a ground-breaking and indispensable contribution to the debate. Especially significant is the linking of academic freedom to "affect," "subjectivity," and "reciprocity."

The focus of the paper is on an internal re-organization of the academy to include excluded groups. It may be argued, however, that threats to academic freedom are of diverse origins, coming from both internal and external (e.g., the market and the state) sources. An inclusive university will, no doubt, nurture a much broader social base for the promotion of freedom. However, even these social foundations—i.e., diversity and equity—cannot ensure freedom in the absence of a major restructuring on the societal level, the university's growing links with the market and the state.

Our universities train highly skilled human resources to contribute to an industrial capitalist economy that is being geared toward more regional and global integration. Would inclusive business schools, for example, accommodate the interest of native peoples in maintaining whatever is left of their self-sufficient hunting/fishing and farming

economies, or will they promote "development" plans à la World Bank? What about other alternative forms of economic organization—cooperatives, socialist, mixed, or self-sufficient? Will our students be trained to engage in the building or promotion of alternative systems—political, economic, and social? No doubt, an inclusive institution would be more hospitable to diverse and alternative approaches. I would argue, then, that inclusivity and equity are necessary but insufficient requirements for academically free institutions.

The paper's call for an inclusive university can be expanded to a call for an inclusive theory of academic freedom, one that accounts for its multidimensional nature. Far from being "Ivory towers," the universities actively participate in the life of the existing order while at times they tend to challenge it. One important question is, then, the position of the academic community vis-à-vis the status quo. Is there enough freedom to challenge the established (intellectual, educational, political, ideological, and economic) order both within and outside the university? Will feminists, for example, enjoy the freedom to challenge masculine, middle-class social sciences and to create, teach, and learn feminist knowledge? One may contemplate that even when inclusivity is achieved, the struggle for democratization of academe will continue in ideological, political disciplinary domains.

Furthermore, I may argue that even if inclusivity and equity are achieved, the university remains a major centre of educational, cultural, social, scientific, economic, and political power. Tendencies toward monopoly of knowledge exist in the very structure of the institution (e.g., departmentalization, specialization) and in the ties that bind it to the state and the market. The increasing pressure to establish closer ties between our universities and the market will have considerable implications for academic freedom. Thus, relations of power both within the university and between the institution and the larger society tend to breed monopolies of knowledge and power. The university should experience an unceasing process of democratization. The paper would benefit from expanding its conceptualization to include university-society relations that restrict academic freedom.

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The Gap Between the Precept and the Actual Practice of Academic Freedom



Barry D. Adam

Discussions of academic freedom as an ideal and as a practice cannot escape some of the fundamental dilemmas which have preoccupied theorists of freedom and participation in democratic societies. The civil libertarian conception of academic freedom has typically characterized the issue as one of protecting the individual scholar's freedom of inquiry from interference by the state or society. It is a view with significant merits and there have certainly been many cases which fit this characterization and which have been adequately resolved only because of the efforts of faculty associations and their allies in defending their members against interference. But as Drakich, Taylor, and Bankier argue, it is a view which constructs the issues too narrowly, ignoring the differences among individuals, and ignoring the many social factors mediating between individuals and societies.

To borrow the pet phrase from the free trade debate, the civil libertarian view tends to

assume a "level playing field" among individuals. It is like the U.S. negotiating position in free trade, which postulates the U.S. and Canadian cultural industries as equivalent categories in a "free" market. Canadian negotiators are all too aware of what is missing from this equation: the immense resources wielded by Hollywood, U.S. predominance in both countries in distributing cultural products, and the ocean of U.S. stories and ideas which wash over this country compared to the virtual absence of things Canadian in the United States. In other words, cultural producers in the two countries work within a larger structured context which must be taken into account when deciding how to make the market "free." Similarly, the structures of universities and of the larger society must be accounted for in making academic research and teaching "free." Part of the story of academic freedom is the story of ensuring the conditions for the inclusion of research and teaching by and for the full diversity of peoples which make up Canadian society.

Identifying a problem is, of course, not the same as identifying its solutions. There is no lack of historical examples of good intentions producing bad results, and we must be especially cautious of solutions which call upon the state as an instrument for carrying out a remedy. Inclusion of more voices, cultures, and perspectives is one thing; exclusion quite another. The Butler decision rendered by the Supreme Court of Canada is a recent example of a clear and present danger to academic freedom in this country.

It is worth recalling that Canadians are already subject to four levels of censorship. Every text and image entering the country must be approved by Canada Customs before being read or viewed by the rest of us. After having cleared the Customs hurdle, films are then scrutinized by provincial film review boards where they may be restricted, cut, or rejected before being seen by Canadians. Provincial periodicals advisory review boards (at least in Ontario and British Columbia) also limit, black out, or entirely suppress a significant portion of written material which is freely avail-

The recent record of police and court action following the Butler decision is unequivocal. Canada Customs has long engaged in frequent seizures of inventory from two bookstores serving Canada's gay and lesbian communities, Vancouver's Little Sisters and Toronto's Glad Day. Though a small percentage of Customs hauls are ever declared obscene, the delay and mutilation of current periodicals often render stock unsaleable once it is released, imposing repeated financial losses upon the bookstores. In the first appeal of Customs seizures from Glad Day since the Butler decision, the Courts

Noël 1993).

The new so-called "child pornography" law, which passed Parliament unanimously in a last-minute bid by the Conservative administration to do something popular, has produced a new round of arrests including fourteen- and fifteen-year-old boys who made the mistake of videotaping their own sexuality, and Toronto artist, Eli Langer, for his critical depictions of child sex abuse.

In the 1970s, *Not a Love Story*, a feminist antipornography film produced by the National Film Board, was banned from public showings in Ontario. State-mandated repression of visual and textual representations has continued to build on this sorry precedent. Though hardly anyone would support the distribution of material encouraging violence against women or the sexual exploitation of children, the legal and regulatory machinery developed in this country uses the Butler decision and the "child pornography" law to target, rather than protect, vulnerable populations. Any promotion of academic freedom which limits, rather than extends, the civil libertarians' view will be no freedom at all.

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(Barry D. Adam is a professor in the Department of Sociology and Anthropology at the University of Windsor.)

The "gap between the precept and the actual practice" of cultural freedom is today being filled by a phalanx of petty bureaucrats with all the cultural sensitivity and discretion of baboons at a dinner party.

able to people in the United States and Europe before being sold here. Finally, texts and images which have cleared these gatekeepers are further subject to vaguely worded federal obscenity statutes, not to mention the new "child pornography" law, which permit police officers to seize books and periodicals at will from the shelves of bookstores and require them to go through months of expensive court proceedings to determine if Canadians might be allowed to see them.

The "gap between the precept and the actual practice" of cultural freedom is today being filled by a phalanx of petty bureaucrats with all the cultural sensitivity and discretion of baboons at a dinner party.

banned a wide range of gay texts, including several magazines which sought to challenge Hollywood standards of male beauty by offering Asian men, in one instance, and burly hirsute men, in another, as attractive. A few months later, a lesbian magazine which had taken up the feminist challenge to produce a nonexploitative erotica by and for women, fell victim to a police seizure which the court subsequently labelled "obscene." As reported in the December 1993 issue of *CAUT Bulletin*, the bureaucratic interpretation of vague and sweeping obscenity laws is now including the seizure of university textbooks, and administrative rulings on how much ejaculation is "excessive" (Kolonovsky 1993;

Academic Freedom in the Context of Ethics



Jean L. Pettifor

The concern about political correctness interfering with my right to do as I wish in the name of academic freedom brings to mind Carol Gilligan's distinction between the masculine concern for the right of non-interference in my chosen activities and the feminine concern that positive relationships be maintained and that others not be hurt. Drakich et al. have mentioned the difference between American and Canadian approaches to determining what is right. They have also dealt with power differentials. Their interpretation of academic freedom places it in a moral

context.

I do not know how much emphasis is placed on ethical behaviour for academics beyond not cheating on research or claiming undeserved publication credits. It seems to me that ethical values and guidelines imply striving for acceptable goals in acceptable ways. Expanding knowledge and teaching students appear to be acceptable goals. There may be less consensus on what should be taught, that is, what emphasis should be placed on research and scholarly pursuits relative to practical knowledge and skills required for the practice of a chosen profession.

Freedom of enquiry and academic freedom are part of the means for expanding knowledge. This requires an openness and respect for diversity both in content and in methodology. If we borrow from professional ethics, respect for others including diversity is absolutely essential, and this implies positive attitudes, appropriate consent, confidentiality, freedom from demeaning behaviours and harassment, avoiding placing others at risk, etc. It is inclusive rather than exclusive.

Ethical behaviour requires

professionals, including academics, to be competent in what they do. The true expansion of knowledge requires competency in investigations and an openness to diversity in both ideas and methodologies. Incompetency, rigidity, and narrow mindedness obstruct the expansion of knowledge and make a farce of academic freedom. University professors who teach should also be competent in teaching and be knowledgeable of effective teaching methods. Incompetency should never be condoned under the concept of academic freedom.

Honesty, integrity, straightforwardness, and avoidance of fraud, exploitation, and deceit for personal gain at the expense of others should not be tolerated. Integrity also implies that one corrects any misrepresentations of one's work. Responsibility to society means that one not only makes public one's contribution to knowledge, but, that one is sensitive in reporting findings that they not be inadvertently used to discriminate against vulnerable persons. Fairness is not a matter of treating everyone in an identical manner, but rather taking action to avoid discrimination

and exploitation of vulnerable persons in order that they are not barred from opportunities for reasons which are extraneous to merit and ability. It is also important for those in positions of authority to recognize the power differential which exists between themselves and

others and to use their power with sensitivity to achieve the goals of expanding knowledge, teaching students, and benefiting society.

(Jean L. Pettifor is an adjunct professor in the Department of Educational Psychology at the University of Calgary.)

THE INCLUSIVE UNIVERSITY

consists of

- ◆ Academic Freedom ◆
- ◆ Educational Equity ◆
- ◆ Employment Equity ◆
- ◆ Negotiation ◆

Balancing Values in the Academy

Archie Malloch

I understand the impulse to redefine academic freedom so that it effectively *becomes* the university, but I have serious doubts about the wisdom of the strategy. In recent years academic freedom has been invoked by certain faculty members to justify apparently abusive treatment of minorities—both colleagues and students. These faculty members argue that since academic freedom is the controlling value in universities, other concerns must give way to it. Redefining academic freedom in order to safeguard other concerns is playing into the hands of these faculty members by conceding their fundamental premise. In the long run a more effective strategy will be to assert emphatically that academic freedom is one, but only one, of the values in the academy; that it cannot be invoked to override other values such as respect for others or proper exercise of authority; and that if we do not now adequately protect other values, we must find ways of doing so.

Where academic freedom is invoked to sanction abusive treatment of others, the most effective countermeasure will be to strengthen and enforce codes of professional conduct.

A preliminary step would be to recall that academic freedom is a notion developed and promoted by teaching faculty,

so not surprisingly it has customarily been invoked for the protection of faculty rights and power. Faculty cannot realistically be expected to develop notions of student academic freedom to the point where they would impinge on the authority of faculty over students. That is an undertaking for students themselves, and it is a pity that the momentum in that direction of the late 1960's has largely petered out.

Where academic freedom is invoked to sanction abusive treatment of others, the most effective countermeasure will be to strengthen and enforce codes of professional conduct. Doing this will be difficult, but not impossible, as the development of codes and procedures

concerning sexual harassment has shown. To the objection that these procedures have sometimes been misapplied, or applied unreasonably, the response should be that the problem here lies in the exclusive focus on sexual harassment, and the consequent neglect of other kinds of harassment that have existed for years in universities.

Mistreatment of minorities needs to be addressed in reforms of the governing process and of the priorities which inform that process. For instance, one of the minority groups most commonly abused is the minority of junior tenure-track faculty. Though the CAUT Policy Statement on Academic Appointments and Tenure has from the beginning

called for membership on tenure committees of both tenured and untenured faculty, it is very rare to find tenure committees with such a composition. A spurious argument about conflict of interest and a pervasive guild mentality have ensured that junior faculty members must shape their careers according to the norms of their tenured colleagues if they wish to attain to tenure themselves. This process represents a structural discrimination that can marginalize any minority, however defined.

(Archie Malloch is a professor in the Department of English at McGill University and a former Chair of CAUT's Academic Freedom & Tenure Committee, 1970-1974.)

Are Efforts to Renovate the Concept of Academic Freedom Useful?



Jill Vickers

Drakich, Taylor and Bankier offer a thoughtful discussion of how the concept of academic freedom can be renovated to accommodate the challenges and ideas provoked by "the inclusive university." While I am not sure that the concept with its baggage *in practice* of elitism, privilege and intellectual arrogance, can successfully be renovated, I believe that it is important to try.

Freedom of thought and speech, freedom of inquiry and research, and freedom to teach and learn are all central to the health of democratic societies. Yet they are not absolute or unfettered rights. One person's right to academic freedom is often in conflict with another's and equally valued rights can collide in practice. What we need, therefore, are practical and principled discussions about the problems with our current understanding and practice of academic freedom.

While I am not sure that the concept with its baggage *in practice* of elitism, privilege and intellectual arrogance, can successfully be renovated, I believe that it is important to try.

These vignettes are my contribution to that discussion.

Miss Jones!
What do Virgins Eat
for Breakfast?

My first encounter with the practice of academic freedom was in a class in English literature. The professor—a "learned and distinguished"

scholar—made it a practice to begin each class with a "witticism" of the kind above, always directed at one of the young women in the class. (This was in the 1950's when there were few young women.) I had been working for several years saving the money for this great experience and what did I get—offensive "jokes" from a "learned and distinguished" professor.

Since I came from a rather rough working-class neighbourhood, my response when my turn came was "colourful." The great man said nothing. At my next tutorial, his teaching assistant took me aside and explained they felt it necessary to unsettle the belief systems of the young women in his classes. "They're so prudish," he explained, "that they'd just turn off on Chaucer and Shakespeare if we didn't shake them up." When I suggested that the professor might find other methods of opening our minds, he confided that clearly no one was allowed to tell the Professor how to teach because a parent of one of the girls in the class had complained to the department head, who had defended the professor against this "outside attack."

While the professor never again made me the butt of one of his "mind-opening" jokes, he got the response I believe he wanted from my room mate as she blushed and stumbled—"Sir, I don't know. Was it in the text?" This shy young woman knew the work at least as well as I did. Yet I saw her confidence fade until, a lover of literature who had planned to combine marriage with a career teaching high school English, she barely completed the course. At the conclusion of that class, the teaching assistant congratulated me on having a "male mind" as documented by my high grades.

When Can You
Teach That The
Earth Is Flat?

My first year teaching, my Christmas examination was in a room shared with a course in anthropology. As the junior professor I was proctoring both exams alone. Not yet

experienced enough to bring reading material to an exam, I found myself reading the examination paper of the other course. I was shocked to find a question which asked students to document the case for the argument that blacks had no souls.

I was so upset that I later asked for a meeting with the Dean. Explaining my concerns, I showed him the exam. He became very angry and told me that I had committed a serious offense against the other professor's academic freedom—first by reading his exam and second by "interfering" in his teaching by raising the matter with the Dean.

Shaken but not persuaded, I asked around and eventually learned that the professor in question indeed taught as a "scientific fact" that blacks had no souls. "But he's retiring next year," I was told and "the Dean was mad mainly because, if you'd made a formal complaint, he couldn't just go on ignoring it until Professor H... retired."

Much later, when I was responsible for handling grievances for the faculty union at Carleton, a similar case came to me to be handled by the union in support of the professor. I asked the lawyer in charge of the case just where he thought the limits to academic freedom actually were in case we ended up in court. He answered that he didn't believe there were any limits, although there were clear limits established by ordinary speech rights including the laws of libel and defamation.

When I told him about the case of the anthropology professor, he argued that if it was a genuine belief of the professor, his teaching of it was justified under the "rules" of academic freedom. When I asked about the harm done to the non-white students or from the bigotry he fostered, he concluded that only when there was a "tangible" harm might the institution be liable if it didn't intervene. The only case he would accept was the hypothetical one of a professor of engineering lecturing against gravity or that the earth was flat—"after all, a

bridge might fall down and people might get killed."

Some Things
Never Change

One of my academic "daughters," now teaching at a small college, reported to me that she had been formally disciplined for entering another professor's classroom, at the request of several mutual students, to document the fact that the professor was showing a pornographic film, the viewing of which, the students reported, constituted a class assignment. (The course outline confirmed this fact. The professor contested the description of the film as pornographic.)

The students who attempted to get her help and later the help of the departmental chair and other authorities, reportedly were harassed by male students and faculty—in person and in posters put up on departmental bulletin boards. My ex-student received a written reprimand and, in order to keep her job as a seasonal reappointed (or not) each year, was required to apologize for her "breach of academic freedom." (This is a recent incident—1991.)

Teaching the
Beringa Thesis

That principles we equally value can come into conflict was never more apparent to me than when we engaged in a textbook audit in the School of Canadian Studies. A group of students and faculty examined all of the textbooks we were using in our classes, looking for sexist, racist, etc., biases. An aboriginal student was very concerned that one of our texts taught that aboriginal peoples came to North America over the Bering Strait from Asia.

I argued that it seemed to be a "proven scientific fact." He responded that aboriginal peoples believed that they had originated on this continent—that is that they were indigenous.

I asked if the two positions could be taught as parallel "belief systems"? He responded that some scientists questioned the Beringa thesis and that often it was used to

"prove" that aboriginal people were also "immigrants" to the Americas and consequently that their claims to their lands were no different than the claims of later immigrants ("they were all just immigrants").

As university faculty, we must come to realize that we have responsibilities which are at least as important as our rights and that we are responsible for responding sincerely and creatively to the challenges of diversity with mutual respect.

We are still struggling with this issue together, as a community, with as much civility as we can muster. In order for it to occur, however, students must be understood to have rights of freedom of expression comparable if not identical to the rights of faculty. We are also examining the existence of other authoritative systems of knowledge and discussing how parallel knowledge systems can relate to one another and how students can combine them.

As university faculty, we must come to realize that we have responsibilities which are at least as important as our rights and that we are responsible for responding sincerely and creatively to the challenges of diversity with mutual respect. We must be willing to examine the relationship between the authority conferred by knowledge, wisdom, or expertise, and gradations of the right to enjoy academic freedom. We must stop seeing faculty primarily as potential victims of outside attack and understand that we are powerful as a profession and too often inclined to hide behind our right of academic freedom as a way of avoiding challenges to our worldview.

(Jill Vickers is a professor in the School of Canadian Studies at Carleton University. She is the 1993 recipient of the Sarah Shorten Award.)

"The Right to Offend" and "The Call to Civility" Rhetorical Banners of the Liberal University

Janice Newson

Anyone who has an interest in helping to resolve some of the tensions within the cultural life of Canadian academe these days must begin by receiving the paper produced by the CAUT Status of Women Committee as a contribution to an ongoing, vital debate, rather than viewing it as an attempt at closure. "Academic Freedom is the Inclusive University" required some courage and determination to write, and even more to circulate to a community, which, at least in part, would like to see this whole "race, gender, class" affair go away—a community which is increasingly beleaguered by fiscal pressures and de-stabilizing restructuring scenarios advanced by policy makers and university administrations.

But it is clear from reading this paper that the debate is not going to go away. Claims to academic freedom have been used too often, and with increasing boldness and carelessness (hyphens and word break intended) to defend practices that are professionally and ethically indefensible: practices that often have the effect of undermining, if not explicitly preventing, the participation in academic life of categories of persons who do not share the same cultural and political interests as those who are already installed. Take the recent Freeman affair, for example. An article appeared in the *Canadian Journal of Physics*, marketed without precedent as "sociology," arguing that women working in the public domain rather than remaining at home to raise their children, is the cause of many of the social ills of our times, including such horrors as the attack on the women engineering students at l'Ecole Polytechnique in 1989.

Much of the public airing of this case focused on the content of the article: it was called by some "offensive" even "misogynist" and defended by others as the exercise of Professor Freeman's academic freedom rights. Predictably (and unfortunately, in my view), the sorting out of the issue continued to focus on the content of the article and consequently, on whether or not, as a member of the academic community, Freeman had the right (and reciprocally, the *Canadian Journal of Physics* had the obligation) to publish it regardless of its offensive and even misguided conclusions. Commentaries were written and presentations made on whether it constituted "good" or "bad" science; "good" or "bad" sociology; whether or not it had crossed the limits of simple offensiveness into hate literature.

But I believe a more basic issue was involved. Would the article have been published in the first place, had normal editorial practices been employed in assessing its scholarly merits and suitability for the journal in question? It was alleged that as guest editor, Freeman and the editor of the journal itself did not follow accepted editorial practices for scholarly

journals in deciding to publish the article. When confronted with these allegations, rather than admitting to or adequately accounting for their serious deviations from normal practice, the editor of the journal attempted to defend them by categorizing the complaints as arising out of "political correctness." Others joined him in carrying forward this counter-accusation, defending Freeman's and the editor's "academic freedom" in the face of what was represented as an insidious and dangerous effort to impose a moral conformity on academic publishing.

And in spite of the fact that the National Research Council has since acknowledged that the expected editorial practices

I introduced this discussion of the aftermath of the Freeman affair to illustrate how academic freedom has been used too often as a claim, in order to defend, or to obscure from discussion, the underlying social relations in which the creation and transmission of academic knowledge is actually achieved. I very much suspect that the same people who, in essence, helped to defend the unprofessional practices that led to the publication of the Freeman article, are among those who have appropriated the concept of academic freedom in order to assert their "right to offend."

In a recent article in *The Globe and Mail*, Robert Fulford took up the cause of this

which members of society, and whose ideas, are able to secure the protection of "academic freedom" in the first place?

of academic journals that it sponsors were not adequately followed, and that efforts would be made to ensure that they were followed in the future, the "academic freedom" defence has not been modified by any of those who advanced it, even though what is being defended adds up to editorial carelessness at best, and professional misconduct at worst. Nor has there been any attempt by those who so vigorously defended Professor Freeman's "right" to publish this article, to clarify the conditions under which such a defence can legitimately be made. Do people who plagiarize, for example, have an academic freedom defence? What about editors who let articles slip by and acquire the legitimacy of "scholarship," when an appropriate system of review would have exposed their serious academic flaws? Are editorial "oversights" and misconduct excusable through claims to academic freedom?

Some have even argued that the furor over the publication of the Freeman article is a tempest in a teapot: it is simply a reflection of what goes on most of the time in academic journals and it is naive to think or expect otherwise. The system is "never perfect" and editors have procedures under certain circumstances all of the time. But even if such an explanation was acceptable, what are the chances that an article written by Malcolm X about the dangers of white supremacy, or by Ellen Gabrielle about the *Securité du Québec's* attack on the Mohawks at the Oka encampment, or Somer Brodribb's analysis of a hostile-toward-women climate in her university department, would have slipped through and been published as an interesting sociological musing in the *Canadian Journal of Physics*? We are led back to the important central theme of the paper "Academic Freedom is the Inclusive University": which members of society, and whose ideas, are able to secure the protection of "academic freedom" in the first place?

"Academic Freedom is the Inclusive University," it by no means is able to diffuse the pressures within the academy over abuses of professional privilege and the "on the floor" politics of exclusion and

tensions toward a new line of restraint and a heightened awareness of the need for civility and respect in the face of an increasingly diverse campus culture. A revolutionary view of the university would take us

"the right to offend" and "the call to civility"—are part and parcel of the concept of the liberal university

inclusion. For one thing, what does the "right to offend" authorize? In the early 1960s, a professor of philosophy at a highly respected university in Ontario taught an introductory course in which, during his first lecture, he asked students who were of a Christian persuasion to hold up their hands. They did. He then told them that in three weeks he would re-ask the question, and there will be no hands held up. During the next three weeks, he pursued a philosophical assault on the Christian concept of God. Is this what "the right to offend" authorizes and hence, what academic freedom is designed to protect? It is one thing to argue that ideas, by their very nature, may and often necessarily will, offend and disturb our students. But it is quite another to use our superior intellectual skills to go after beliefs that we know to be dear, without concern for the

beyond both "the call to civility" and "the right to offend."

For this reason, I began this article by stressing that the paper written by the CAUT Status of Women Committee must be received in the spirit in which it was given: as a contribution to an ongoing debate, rather than as a closure. I have by no means reviewed all of the contributions of this paper, some of which I would endorse and some which I would challenge. However, its attempt to negotiate space for civility, in order to promote reasoned and open consideration of the issues that it addresses, could hardly be better timed, given the often hostile and increasingly fearful atmosphere on many campuses around the issues of exclusion, discrimination, and appropriate conduct.

Most importantly, we are working at universities during times when the best of the lib-

It is imperative that we make every effort to transcend the divisions in, and fragmentation of, our campus communities in order to struggle against this market-oriented imperialism.

effects. Under "academic freedom" as "the right to offend," where is the restraint, if there is restraint at all?

"Academic Freedom is the Inclusive University" argues that the restraint is to be found in "the call to civility." Interestingly enough, both of these rhetorical banners—"the right to offend" and "the call to civility"—are part and parcel of the concept of the liberal university. When Robert Fulford declares the professors who claim "the right to offend" to be revolutionaries, he is wrong. At best, they are defenders of the farthest we have come—the liberal university that claims a space for the free expression of ideas and toleration for all views, regardless of who does not like them. At worst, they are reactionaries who are resisting the nego-

eral tradition of learning and developing knowledge is facing its most serious threat. A recent issue of the AUCC bulletin gives central focus and endorsement to the increasingly bolder initiatives of the Corporate Higher Education Forum for further restructuring Canadian universities, in order to make them more subservient to a corporate educational agenda. It is imperative that we make every effort to transcend the divisions in, and fragmentation of, our campus communities in order to struggle against this market-oriented imperialism. For, even as we debate, it is eroding the very space from which we can collectively build a truly revolutionary academic culture.

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CAUT Status of Women Committee 1993-1994

Dayna Daniels (person chairing), University of Lethbridge
Jennifer Bankier, Dalhousie University
Janice Drakich, University of Windsor
Joanne T. Emerman, University of British Columbia
Joyce Forbes, Lakehead University
Karen Grant, University of Manitoba
Hilda Taylor, Acadia University
Alan Andrews (CAUT President), Dalhousie University

Integrating Freedom of Expression and Equity



Thelma McCormack

Thank you for inviting me to contribute to the colloquium on academic freedom. "Academic Freedom in the Inclusive University" is a splendid document which takes us well beyond the banalities of the "political correctness" debates. I wish the timing of it was better. NAFTA is bound to exert a pressure to integrate our universities with those in the U.S. and just as sure as God made little green apples we will have more colleagues from the U.S. applying for jobs in Canada—the level playing field—and people who hire them saying it is a question of academic freedom that we do not exclude them.

I am concerned, too, about the precedent being set at Queen's University in privatizing one of its graduate MBA programs. The cost/benefit advantages to the university make it attractive, but it can lead, at best, to a two-tier system; at worst, to a serious access crisis for groups who have been marginal in the university community and who will now be on the outside looking in. Either

way, the democratization of the universities will be endangered, and with it, as the document correctly points out, the social foundation for inclusivity as a value.

Within the university, too, there are pressures that erode the civil culture discussed in the article. More and more universities are selecting senior administrators from the corporate sector or government on the assumption that there are objective, value-free principles of administration which apply whether it is a multiversity or a multinational. Even if they are right about this, it creates enormous misunderstandings because the culture of a university is different from its system. Academic freedom, as it is understood by administrators, is a clearing-house of ideas, the world's biggest think-tank, a happy flux, not, as we understand it, a set of principles through which we explore the human condition and commit ourselves to knowledge as a vocation.

In the last few years, however, the means have become the ends, the system has begun to drive the culture, and in that process the civil culture of the campus has been weakened. Much of the irritability and tendentiousness of our university environments, the frustration and endemic distrust reflects our intuitive sense that we are losing this one.

In short, 1994 is chilly climate and, for some of the reasons I have suggested, it will be that much more difficult to achieve the goals implicit in the paper. Having said that, I was pleased that the paper affirmed once again the older tradition of academic freedom as dissent. True, the discourse of academic freedom has been individualistic and decontextualized, but the reality was not. Whether it was a teacher in Tennessee

who wanted to teach evolution, or Frank Underhill nearly dismissed by the university of Toronto for his left-of-centre ideas, or Harry Crowe fired from United College, these were not just random or rogue eccentrics; they were courageous individuals who reflected a larger change in the intellectual universe of the day. The trouble with our new bigots who want the protection of academic freedom is not that they are espousing radical new ideas, but that they are reviving and repeating, in different ways, the orthodoxies of the past.

Particularly like the idea of academic freedom as a reciprocal relationship; in part, because it circumvents the concept of autonomy; in part, because it recognizes that different perspectives between faculty and students are not necessarily confrontational or adversarial. The authors, I think, underestimate the subversive strength of a student culture and the extent to which it can influence what faculty members do and how they do it. The power relationships in the university are not as unidimensional or linear as the paper seems to assume; nevertheless, faculty members do remain the gate-keepers even though the legitimacy of that status is questioned by our new post-modern deconstruction of the canon.

With this in mind, I am uneasy about the paper's reference to the Charter of Human Rights. First, the Charter and the courts reflect a legal culture which sees itself as neutral. Remember it was the courts that turned "affirmative action" into "reverse discrimination." Second, the legalization of the academic culture is as deadly to any kind of open, creative and critical spirit as the ethos of administration. Finally, I take exception to the doctrine that there must be a trade-off between equality (Section 15)

and freedom of expression (Section 2(b)). That is the voice of the liberal and patriarchal state. From a feminist perspective, freedom of expression and equality are two sides of the same coin, and cannot be separated any more than we can separate mind and body. The challenge of our new thinking is to integrate them, not choose between them. In any case, law and legalism are no substitute for rebuilding the civil culture—its language, norms of behaviour and styles of interaction.

One test of the civil culture is whether a woman can enrol in engineering and study in a learning environment without the daily, ugly put-downs, an environment that is itself in opposition to the macho forms of engineering firms, and where women have the right to question an engineering agenda that has been so closely associated with military efforts and environmental destruction.

The model for this is Women's Studies where we have made a Kuhnian leap in developing a paradigm of knowledge that eliminates the older philosophical distinction between objective and subjective, insider and outsider. Although the model is women-centred, it applies to black studies, native studies, gay and lesbian studies as well as other new interdisciplinary explorations in cultural identity. Central to that paradigm is a transformative process that would impact not only on patriarchy, but on any structure of ascriptive discrimination, structural inequality and cultural oppression.

Again, my congratulations to Janice Drakich, Marilyn Taylor, and Jennifer Bankier who have put us further ahead in our thinking.

(Thelma McCormack is a fellow at the Institute for Social Research at York University.)

The Exclusion of Inclusion

Mary Lou Dietz

In most discussions of academic freedom the arguments are confounded by the issue of free speech. Drakich, Taylor, and Bankier tried to lay this confusion to rest by contextualizing the academic freedom vs. the inclusive university debate within the framework of free speech as guaranteed by the Charter. The confusion continues, however, as can be seen in some of the responses to Drakich et al. but best exemplified by the Society for Academic Freedom and Scholarship Newsletter and the continued stream of letters to the editor on the subject published in the *CAUT Bulletin*. It is time for academics to stop confusing these issues that have become entrenched in the debates on political correctness and mandated cultural diversity in the university vs. academic freedom. For the record, academic freedom and freedom of speech are not the same thing—not in Canada, not in the U.S., and not in the historical spectre of Nazi Germany. If they were, those who argue that mandated diversity rules are neo-Nazi would be arguing instead for the protection of Nazi "scientific" and academic experimentation on humans. Freedom of speech is a right that is conferred on citizens of most democratic societies as a part of their citizenship. Everyone in those countries has that right, not simply a small and often elite occupational category. Academic freedom, on the other hand, is a hard won privilege that is the exclusive privilege of the acad-

emic/scientific community. It is not a right or privilege of those in the corporate world, of farmers or factory workers. It is not protected by the Charter or the Constitution or any body of law that guarantees the rights of members of free societies. Those who interpret academic freedom as license to violate the laws and policies of the state need to reconsider under which rubrics they are defending their right to speak out. Whether it is the right of the free citizen or the right of academic privilege, we must not be misled in our consideration of the inclusive university by confusing one freedom with the other.

Both Adam and McCormack recognize that the argument for the inclusive university is an issue of power. While McCormack recognizes that academic freedom can and does serve to protect bigots, she warns that we should not underestimate the power of the powerless. She then veers off into questioning the patriarchal bias that dominates the Canadian legal system and warns that the Charter should not be seen, despite its egalitarian language, as a guarantor of protection of the powerless. Adam, too, fastens on the power and privilege differential in the academy especially as it impacts on the academic freedom and free speech discourse. He worries that an interpretation of academic freedom that entrenches privilege further will interfere with other guaranteed freedoms. Essentially the Drakich et al. discussion does not seek in the

inclusive university to support or limit free speech or even the much more limited concept of academic freedom; rather they ask for:

- 1) a recognition of the new, more diverse composition of the academic community;
- 2) an effort to be made by academics to recognize that all of the passion felt toward ideas is not the property of the academics who espouse them; and,
- 3) that civility toward dissenters, or even toward those who are potentially impacted by research/ideas, in no way means withdrawal from or censorship of an academic position.

Surely Jensen had a clue that his doctrine of superior and inferior races would be contentious. Undoubtedly Yaqzan expected his date-rape article would elicit strong feelings from women. It is amazing how many people want to protect academic privilege rather than to study the process by which it might be challenged and to consider whether or not academic freedom can be protected without deifying the idea presented or privileging its purveyor over its detractors.

Jean Pettifor goes to the core of the problem of academic freedom and the inclusive university by placing it in the context of ethics. She essentializes the argument by recognizing that no one challenges the ethical requirements involving respect for others and protection of the powerless as limiting academic freedom in university and professional ethical codes for research. She furthers Drakich

et al.'s pleas for civility to competence and integrity in the presentation of research and ideas in the classroom or elsewhere. I liked Pettifor's recognition that sensitivity and civility do not diminish but rather professionalize. The rabid defense by academics of academic freedom needs to incorporate these ethical considerations. Jon Thompson, on the other hand, worries that the university is not fulfilling its goal if we do not prepare students for dealing with the incivility of the world. I don't know when that became our job. Academic freedom defenders seem bound to invoke Nazism, McCarthyism, and quite possibly the crucifixion of Jesus as outcomes we should expect. They even suggest these may have already occurred as a result of any change in the misinterpretation of the doctrine of academic freedom that is being zealously protected. Surely this fear and defensive posture, this hiding behind an established

doctrine smacks of *le droit du seigneur*.

Finally, Jill Vickers, in her comment, does what feminist scholarship calls for, in that she uses and owns her experiences as opposed to masking her personal troubles as only public issues. She illustrates the difficulty of academic freedom as an unequal power relationship as was suggested in the Adam and McCormack comments.

All commentators, whether they focus on free speech or academic freedom, recognize the importance of continuing a dialogue that works toward resolving the fears that supporting diversity and civility in the academy will somehow undermine the academic freedom that the professoriate somehow cherishes without considering its potential for harm in its present incarnation.

(Mary Lou Dietz is a professor and head of the Department of Sociology and Anthropology at the University of Windsor.)



Debating Academic Freedom and the Inclusive University



Jennifer Bankier

In these supplementary remarks, I provide a partial overview of the stimulating and thought-provoking commentaries on our article provided by all our generous contributors. The commentary must be partial, since a full analysis would be as long as the original article. My intent is to place the various contributions in a context that relates them both to each other and to the original article, as a basis for further discussion and debate by readers of this supplement.

Archie Malloch argues that the most effective approach is to "assert emphatically that academic freedom is one, but only one, of the values in the academy; that it cannot be invoked to override other values such as respect for others or proper exercise of authority." I would have considerable sympathy for this approach if Prof. Malloch had explicitly included equality in the list of values that must be balanced against academic freedom. This is essentially the approach that the Supreme Court of Canada takes in resolving conflicts among constitutional values under the Charter of Rights and Freedoms. Equality, freedom of speech, and democracy are the fundamental values that serve as the foundation of our society, and they are all protected by the Charter of Rights. Unfortunately, these three values do not always point in the same direction, so they exist in a state of continuing creative tension, both within the Charter of Rights and in society at large. The Supreme Court weighs these values against each other on a case-by-case basis with careful attention to the facts of each case and the importance of the competing constitutional values in that particular context, after hearing full and detailed arguments by lawyers for both sides. In some cases, the Supreme Court treats freedom of speech as the dominant value, and in other cases it favours equality. For example, in the Butler (obscenity) and Keegstra (hate propaganda) cases, the Supreme Court gave greater weight to equality concerns, while in the Zundel case the Supreme Court emphasized freedom of speech because the "false news" section of the Criminal Code was excessively vague and overbroad.

I agree with Prof. Malloch that it is essential that the university community explicitly

acknowledge the presence of competing values, especially freedom of speech and equality, and debate the balance that is to be struck among these values as disputes arise. Where I might disagree with Prof. Malloch is in his equation of academic freedom with freedom of speech. I believe that academic freedom should protect both differences based on group membership and associated differences in values and experiences (equality differences, or group rights), as well as the more ad hoc differences that arise because of different value choices made by specific individuals (individual rights, of the sort that have traditionally been associated with freedom of speech). This debate about the balance between equality and freedom of speech should take place under the rubric of academic freedom. There may also be other values, external to academic freedom, that may also need to be balanced against it. I am troubled, however, by Prof. Malloch's assertion that faculty "cannot realistically be expected to develop notions of student academic freedom to the point where they would impinge on the authority of faculty over students [because] that is an undertaking for students themselves." This position appears to assume that the faculty holders of power (authority) over students are incapable of, or should not exercise, the self-discipline that would limit the abuse of their own power, and that faculty are incapable of consistency in the form of a reciprocal commitment to treat others (students) as they themselves wish to be treated (respect for differing values).

Jon Thompson's analysis is a clear articulation of the classic liberal reasoning that equates academic freedom with freedom of speech, and would treat speech values as the dominant concern in a clash between speech and equality. I would question Prof. Thompson's factual assumption that students from disadvantaged groups are protected innocents who must rely upon incivility from their professors and fellow students to learn how to handle incivility in a larger, harsher world that they have not previously encountered. Black and Aboriginal students, for example, have had crash courses in incivility and dealing with racial epithets from the time they were children. They do not need further education in how to handle this abuse. They want the abuse to end. Prof. Thompson's observation that "if there is a stable pattern in the American-Canadian correspondence, it is that developments here commonly follow developments there" is also debatable. For a discussion of the cultural and constitutional differences between the two countries, and their significance for the balance between freedom of speech and equality under the Charter, see Seymour M. Lipset, *Continental Divide: The Values and Institutions of the United*

States and Canada (Routledge, New York, 1990), Robert A. Sedler, "The Constitutional Protection of Freedom of Religion, Expression, and Association in Canada and the United States: A Comparative Analysis" (1988, *20 Case Western Reserve Journal of International Law* 577), and Mari J. Matsuda, Charles R. Lawrence III, Richard Delgado, Kimberle Williams Crenshaw, *Words That Wound: Critical Race Theory, Assaultive Speech and the First Amendment* (Westview Press, Boulder CO, 1993.)

Jill Vickers' contribution provides a factual basis for comparing and contrasting the positions adopted by the other contributors, by providing some concrete examples of the kind of speech that has a destructive impact on the academic freedom of students through gratuitous attacks on their values, safety, knowledge, and competence in the classroom or on examinations. She also notes that faculty and students who attempt to protest such conduct often do not seem to have any academic freedom protections for their protests, and may be subject to reprisals from more powerful academics. On the basis of these examples, she argues for greater responsibility, reciprocity, and sensitivity to power relationships on the part of faculty.

Somer Brodribb, who has experienced the kind of reprisals described by Prof. Vickers, provides further documentation of the backlash that intimidates and silences women and representatives of other disadvantaged groups who attempt to exercise their freedom of speech and academic freedom to object to the (intentional or unintentional) adverse impact of behaviour of more senior members of the academic community on members of disadvantaged groups. Equality advocates usually want an end to the harmful behaviour, and not punishment of specific individuals, but this distinction is often ignored in a knee-jerk backlash against criticism. The negative consequences of a definition of academic freedom that does not incorporate a requirement for reciprocity, respect for the legitimate concerns of other members of the academic community, and self-discipline in the face of criticism from less powerful people is very apparent here. Prof. Brodribb would argue that equality and an end to systematic discrimination should, in fact, be the dominant constitutional and political value, and that our paper is too civil in the face of the brutality, intolerance, and abuse which women and men of disadvantaged groups experience within the university.

Barry Adam makes an important point when he notes that the civil libertarian conception of academic freedom tends to assume a "level playing field" among individuals. He notes that often this preliminary equality is missing in the real world, and suggests

that the structures of universities and the larger society must be accounted for in making academic research and teaching "free." He then proceeds to criticize the balance between freedom of speech and the Butler obscenity decision because customs officials have used it to seize gay and lesbian literature and some lower courts have upheld this activity. It does not necessarily follow, however, that the Supreme Court of Canada would approve the behaviour of these officials, or the other legislation and activities by film boards that Prof. Adam condemns, if the balance between freedom of speech and equality in these contexts were properly argued before the Court. In the Butler decision, freedom of speech and equality were pulling in opposite directions, and the Supreme Court ultimately upheld and redefined the obscenity provisions of the Criminal Code to reflect a concern that "materials portraying women as a class as objects for sexual exploitation and abuse have a negative impact on the individual's sense of self-worth and acceptance," and may have harmful consequences for women in the larger society. Gay and lesbian people are themselves historically disadvantaged and victims of long-term prejudice associated with the open expression of their sexuality, so a strong argument can be made that the behaviour of the customs officials in seizing gay and lesbian literature violates both equality and freedom of speech rights under the Charter and should be constitutionally condemned.

Thelma McCormack's contribution emphasizes the growing threat that privatization of universities and the injection of administrators from business or government backgrounds creates for all critics of the status quo within the university. She also notes that, in large part, the critics of the status quo at the present time are, in fact, women and men from disadvantaged groups, and that many people who claim the protection of academic freedom at the present are not "espousing radical new ideas, but [rather] reviving and repeating in different ways, the orthodoxies of the past." With respect to her comments on the Charter and the courts, I would note, first, that the Canadian Supreme Court has not turned "affirmative action" into "reverse discrimination,"

and, indeed, it could not do so since Section 15 of the Charter explicitly upholds the legitimacy of affirmative action. "Reverse discrimination" language has sometimes been used in arguments to American courts, but even the United States Supreme Court has upheld the legitimacy of many affirmative action programs as remedial devices for past discrimination. I would also note that feminist and minority legal scholars do not perceive legal culture as neutral, and a great deal of time, litigation, and lobbying effort has gone into educating the courts and the bar on this point. There are a growing number of Supreme Court decisions, for example, in which the Court demonstrates sensitivity to the concerns of battered women, incest survivors, and other inequality problems under both the common law and the Charter. The legal profession is far from perfect, but both law and the legal profession are gradually evolving in the direction of greater inclusivity. I do agree, however, that law and legalism are no substitute for rebuilding our larger culture both inside and outside the universities.

Jean Pettifor analyzes relations among professors, students, and the larger society in a wide variety of contexts as issues of professional ethics. Perhaps her contribution could be used as a basis for reviewing CAUT's Policy Statement on Professional Rights and Responsibilities. Her argument that "ethics must be value/virtue based rather than rule based, that ethical dilemmas mean that there are no clear cut right and wrong answers, and that steps for ethical decision making are needed to broaden one's vision on possible alternative actions which will do the greater good and lesser harm for the affected parties" is good advice for us all. Her reference to Carol Gilligan's distinction between the "masculine concern for the right of non-interference in my chosen activities and the feminine concern that positive relationships be maintained and that others not be hurt" is also helpful as a reminder of the (often hidden) value differences that lie behind much of the present debate about academic freedom.

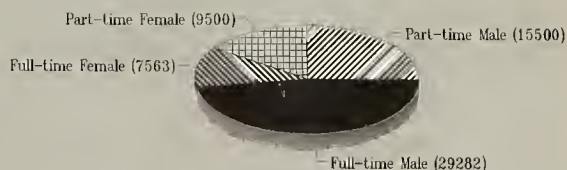
(Jennifer Bankier is a law professor at Dalhousie University, and a member of the CAUT Status of Women Committee.)

The paper written by Bernice Schrank (Memorial, Chair of AF&T) about academic freedom and the inclusive university will be published in the May issue of the *Bulletin*. The paper written by Margot Schenk (Saint Mary's, Librarians Committee) will be published in the June issue of the *Bulletin*. Both papers were presented at the Learned Societies Conference in June 1993.

STATISTICAL PROFILE OF WOMEN IN CANADIAN ACADEME 1992-93

Each year, the Status of Women Committee publishes the available statistics from Statistics Canada on the proportion of women in doctoral programs, the proportion of doctoral degrees awarded to women, and the proportion of women in tenured, tenure track, and full-time contract positions in Canadian universities. In 1994, we are pleased to add to our statistical profile the proportion of women in part-time positions in 1991-92. Statistics Canada began collecting data on part-time academics in the winter of 1991-92. It should be noted that the figures presented for part-time faculty are the current estimates as calculated by Statistics Canada and are not yet final. The figures for full-time faculty are final for 1991-92.

Full-time and Part-time Faculty by Sex 1991-92



Statistics Canada. Estimates for Part-time Faculty. Unpublished Data.

PROPORTION OF WOMEN ENROLLED IN FULL-TIME DOCTORAL PROGRAMS BY FIELD 1992-93

	Number of Women PhD Students	Percent of Total PhD Students
ARTS/SCIENCE, GENERAL	117	62.57
EDUCATION	1054	59.92
FINE APPLIED	109	46.19
HUMANITIES	1560	45.87
English	407	54.34
French	183	56.48
History	249	39.90
Library Sciences	14	48.28
Other modern languages	247	55.38
Philosophy	122	28.24
Religion/Theology	159	36.14
Other	185	51.82
SOCIAL SCIENCES	1947	44.66
Anthropology	130	59.09
Area studies	17	39.53
Business, commerce etc	148	29.72
Economics	102	22.37
Environmental Studies	33	31.13
Geography	106	30.29
Law	26	33.33
Political Science	174	29.74
Psychology	885	64.98
Social work	31	49.21
Sociology	266	50.86
Other	29	39.19
AGRICULTURE/BIOLOGICAL	717	33.33
Agriculture	159	28.55
Biochemistry	69	35.20
Biology	272	33.50
Botany	40	38.46
Household science	70	67.96
Veterinary medicine	30	30.61
Zoology	71	27.41
Other	6	27.27
ENGINEERING/APPLIED SCIENCE	362	10.63
Architecture	12	36.36
Engineering	314	9.78
Chemical	40	11.98
Civil	57	10.00
Electrical	67	7.31
Mechanical	54	8.84
Other	76	9.76
Forestry	36	22.22
HEALTH PROFESSIONS	902	43.30
Dentistry	7	20.00
Medicine	700	41.13
Nursing	26	96.30
Pharmacy	48	42.48
Rehabilitation	16	84.21
Other	105	56.15
MATHEMATICS/PHYSICAL SCIENCES	668	18.70
Chemistry	251	22.80
Computer science	81	16.27
Geology	64	15.53
Mathematics	115	18.37
Physics	126	15.56
Other	31	24.80
TOTAL	7465	35.19

Source: Statistics Canada. Education, Culture and Tourism Division. Postsecondary Education Section.

PROPORTION OF WOMEN GRANTED DOCTORATE DEGREES BY MAJOR DISCIPLINE 1989 AND 1992

Discipline	1992		1989	
	Number of Women Doctorates	Percent of Total Doctorates	Number of Women Doctorates	Percent of Total Doctorates
Education	171	54.5	127	46.0
Fine Arts	13	48.2	8	40.0
Humanities	133	38.4	127	41.6
Social Sciences	271	44.5	215	42.2
Agriculture & Bio	107	28.4	85	27.2
Engineering & App	56	11.2	19	5.8
Health Professions	138	41.2	117	39.0
Maths & Physics	99	16.8	79	15.8
Total	1000	31.9	783	30.4

Note: The number of doctoral degrees includes degrees for which the discipline is not known.

Source: Statistics Canada. Education, Culture and Tourism Division. Postsecondary Education Section.

FULL-TIME WOMEN FACULTY BY TYPE OF APPOINTMENT AND RANK 1992

RANK	Tenured/ Tenure Stream	Contract	Total
FULL			
Number of Women	1002	20	1022
Percent of Total	9.11	20.20	9.21
ASSOCIATE			
Number of Women	1912	92	2004
Percent of Total	21.59	26.74	21.79
ASSISTANT			
Number of Women	1835	476	2311
Percent of Total	38.16	33.69	37.14
LECTURER			
Number of Women	136	324	460
Percent of Total	55.51	50.63	51.98
TOTAL			
Number of Women	4957	1078	6035
Percent of Total	19.77	38.34	21.64

Notes: The data for Canada include a number of theological and other campus colleges. Data for universities in the Province of Quebec are not yet available and are not included in the table.

Source: Statistics Canada. Education, Culture and Tourism Division. Postsecondary Education Section. Unpublished data.



STATUS OF WOMEN CONFERENCE

Implementing the
Inclusive University

September 29 - October 1, 1994
Vancouver, British Columbia

KEYNOTE: "THE POLITICS OF DIFFERENCE AND A PEDAGOGY OF INCLUSION"

PAULA ROTHENBERG is Director of the "New Jersey Project: Integrating the Scholarship on Gender," which is a statewide curriculum transformation project funded by the New Jersey Department of Higher Education. The New Jersey Project is landmark endeavour in North America, and seeks to encourage and support the work of faculty, staff, and students engaged in integrating issues of women, gender, race/ethnicity, class, and sexuality, into the curriculum. Paula Rothenberg is Professor of Philosophy and Women's Studies at The William Paterson College of New Jersey.

PLENARY: "GETTING TO KNOW YOU... CAUT, PROVINCIAL, AND LOCAL FACULTY ASSOCIATIONS"

Implementing the inclusive university can best be achieved through cooperative efforts of all stakeholders, among them faculty associations. This session is devoted to introducing participants to CAUT and its mission and policies. Representatives from CAUT Standing Committees will participate in a panel discussion, along with Rosalind Riseborough (CAUT), Joyce Lorimer (Willfrid Laurier), and Helen Breslaue (OCUFA), and consider how local, provincial, and national faculty associations can negotiate for change, foster equity, and implement the inclusive university.

CONCURRENT WORKSHOPS:

Employment Equity

This workshop will examine employment equity strategies at several different levels. Issues and practices for employment equity and recruitment will be explored at the national and university-wide levels. Solutions to the problems of retention and promotion of women and other designated groups will be provided, accompanied by an examination of the types of employment contracts prevalent in the universities, including part-time, sessional, and other term contracts. At the individual level, participants will work on concrete practices for preparing reference letters, cvs, and teaching dossiers. The issue of representation on committees will also be discussed along with advice about examining candidates' dossiers with employment equity in view. Workshop participants will also explore the importance of bargaining for equity and consider what should be included in faculty association contracts.

Educational Equity

The Inclusive University cannot exist without policies and practices that make educational equity central to the quest for academic excellence. One objective of this workshop is to explore, discuss and share practices which will provide participants with practical tools for developing course structures and pedagogical choices to ensure educational equity in their classrooms. Successful practices which encourage more equitable access to universities and programs, and anti-discrimination and harassment policies that have proven to be effective and which provide pro-active educational components that contribute to classroom equity will also be presented and discussed. Another important aspect of this workshop will be to investigate the role of the faculty association and the collective bargaining process in the development and protection of educational equity.

Academic Freedom

This workshop will provide participants with the chance to explore the concept of Academic Freedom in the Inclusive University. The participants will look at the roles that both faculty associations and the collective bargaining process can play in ensuring that true academic freedom is protected. The session will explore strategies designed to provide meaningful academic freedom for men and women from historically disadvantaged groups within an inclusive university. Participants will review the inclusive model of academic freedom set out in Status of Women Committee's 1994 Supplement, and will consider its implications for collective bargaining, academic planning, antidiscrimination policies, and political and media strategies both within and outside the university. For example, the session will examine how academic freedom, antidiscrimination, and professional responsibility possibilities interact with each other within collective agreements and at the CAUT level. Participants will consider strategies for supporting the adoption of antidiscrimination or discriminatory harassment policies, including dealing with the media effectively, and surviving backlash. The utility of new information technologies will be examined as a means for network formation and information dissemination among members of disadvantaged groups both within particular campuses and across the country.

FOR MORE INFORMATION OR A COMPLETE AGENDA CONTACT
MS. NANCY GORDON AT THE CAUT OFFICE, TELEPHONE (613) 820-2270
OR BY FAX (613) 820-7244.

CONFÉRENCE DU COMITÉ DU STATUT DE LA FEMME

RÉALISONS ENSEMBLE
L'UNIVERSITÉ INTÉGRÉE

Du 29 septembre au 1^{er} octobre 1994
Vancouver, Colombie-Britannique

ALLOCUTION D'OUVERTURE: «LA POLITIQUE DE LA DIFFÉRENCE ET UNE PÉDAGOGIE DE L'INTÉGRATION»

PAULA ROTHENBERG est directrice du «New Jersey Project: Integrating the Scholarship on Gender», un projet de transformation du programme d'études mis en oeuvre à la grandeur de l'état et subventionné par le département d'enseignement supérieur du New Jersey. Jalón historique en Amérique du Nord, le projet du New Jersey vise à encourager et à soutenir le travail des professeurs, du personnel et des étudiants participant à l'intégration au programme d'études des questions relatives aux femmes, aux sexes, à la race ou à l'origine ethnique, aux classes et à la sexualité. Paula Rothenberg est professeure de philosophie et d'études féministes au collège William Paterson du New Jersey.

PLÉNIÈRE: «VOUS CONNAÎTRE ... L'ACPPU, LES ASSOCIATIONS LOCALES ET PROVINCIALES»

L'université intégrée se réalisera mieux grâce à des efforts concertés de tous les intervenants, dont les associations de professeurs. Le but de cette séance est de présenter aux déléguées l'ACPPU, sa mission et ses politiques. Des représentantes des comités permanents de l'ACPPU participeront à un débat de spécialistes ainsi que Rosalind Riseborough (ACPPU), Joyce Lorimer (Willfrid Laurier) et Helen Breslaue (UAPUO). Elles examineront comment les associations locales, provinciales et nationales de professeurs peuvent négocier en vue du changement, promouvoir l'équité et réaliser l'université intégrée.

ATELIERS SIMULTANÉS:

Équité en matière d'emploi

L'atelier permettra d'examiner des stratégies d'équité en matière d'emploi à plusieurs niveaux différents. On étudiera les problèmes et les pratiques d'équité et de recrutement dans l'emploi à l'échelle nationale et de l'université. On donnera des solutions aux problèmes de maintien et de promotion des femmes et d'autres groupes désignés. L'on examinera en outre les sortes de contrats de travail en vigueur dans les universités, y compris les contrats des professeurs à temps partiel, des chargés de cours et autres contrats temporaires. Pour le volet pratique de l'atelier, les participantes élaboreront des règles de rédaction de lettres de référence, d'un curriculum vitae et d'un dossier d'enseignement. On y discutera également de la question de la représentation à des comités et l'on donnera des conseils sur la manière d'étudier les dossiers de candidats en ayant à l'esprit l'égalité en matière d'emploi. Les participantes se pencheront aussi sur l'importance de négocier l'équité et sur ce qu'il faudrait inclure dans les contrats des associations de professeurs.

Équité en matière d'éducation

Il ne peut y avoir d'université intégrée sans politiques et pratiques qui font de l'équité en matière d'emploi un élément primordial de la quête de l'excellence universitaire. L'atelier a comme objectif, entre autres, de permettre aux participantes d'étudier des pratiques, d'en discuter et de les partager. Elles acquerront ainsi des outils pratiques pour élaborer des cours et pour faire des choix pédagogiques qui leur permettront d'assurer l'équité pédagogique dans leurs classes. On présentera en outre des pratiques fructueuses qui encouragent l'accès plus équitable aux universités et aux programmes ainsi que des politiques anti-discriminatoires et sur le harcèlement, efficaces et offrant des éléments pédagogiques pratiques en vue de l'égalité en classe. Les participantes auront l'occasion de discuter de ces questions. L'atelier comporte un autre aspect important qui consistera à étudier sur le rôle de l'association des professeurs et de la négociation collective dans la mise en oeuvre et la protection de l'équité en matière d'éducation.

Liberté universitaire

L'atelier offrira aux participantes l'occasion d'étudier la notion de liberté universitaire et d'université intégrée. Les participantes examineront le rôle que les associations de professeurs et la négociation collective peuvent jouer pour garantir la protection d'une véritable liberté universitaire. On y étudiera des stratégies visant à offrir aux femmes et aux hommes des groupes traditionnellement dévalorisés une liberté universitaire significative au sein d'une université intégrée. Les participantes passeront en revue le modèle non exclusif de liberté universitaire énoncé dans le supplément 1994 du Comité du statut de la femme. Elles pourront aussi étudier les conséquences de ce modèle sur la négociation collective, la planification universitaire, les politiques anti-discriminatoires, les stratégies politiques et médiatiques tant à l'intérieur qu'à l'extérieur de l'université. Ainsi, la séance permettra d'examiner comment la liberté universitaire, l'anti-discrimination et les possibilités de responsabilité professionnelle interagissent dans le cadre des conventions collectives et au niveau de l'ACPPU. Les participantes étudieront des stratégies à l'appui de l'adoption de politiques anti-discriminatoires ou sur le harcèlement discriminatoire et apprendront comment composer efficacement avec les médias et comment surmonter les réactions brutales. On se penchera sur l'utilité des nouvelles technologies d'information comme moyens de constituer des réseaux et de diffuser de l'information entre les membres des groupes dévalorisés au sein d'universités particulières et à la grandeur du pays.

POUR OBTENIR DES RENSEIGNEMENTS
SUPPLÉMENTAIRES OU UN PROGRAMME COMPLET,
PRIÈRE DE COMMUNIQUER AVEC NANCY GORDON, À L'ACPPU,
AU (613) 820-2270 OU PAR TÉLÉCOPIEUR: (613) 820-7244.